

Report of CONSUMER EDUCATION IN MARKETING CONFERENCE

MARCH 6-11, 1950, LOUISVILLE, KENTUCKY

U.S. DEPARTMENT OF AGRICULTURE-EXTENSION SERVICE

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CONSUMER EDUCATION IN MARKETING CONFERENCE

Louisville, Kentucky March 6-11, 1950

U. S. DEPARTMENT OF AGRICULTURE
EXTENSION SERVICE
Division of Agricultural Economics

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INTRODUCTION

The Organization and Policy Committee of the Land Grant College Association met in Kansas City, Missouri, October 22, 1949. Chairman Miller presented a letter from Director Wilson in which he stated that the consumer education in marketing programs in the States have grown to the place where there is need for the personnel to come together to work out their common problems. At this time there were programs in 15 States as well as the three regional projects which reach ten additional States. It was voted that a consumer education in marketing conference be held.

A committee of State personnel met December 19 and 20, 1949, to plan the conference:

Director W. A. Munson - Massachusetts

Mrs. Miriam J. Kelley - Kentucky

Mr. A. B. Love - Michigan

Dr. Carlton E. Wright - New York

This committee reviewed the materials sent in by each of the States, which included program objectives, their problems, and the help they would like from the conference. With this material in mind they planned the program.

Mr. Cannon Hearne of the Division of Field Studies and Training had charge of the work groups.

Mrs. Miriam J. Kelley had charge of local arrangements.

Objectives of the work now being done

- 1. To bring together and localize food marketing information. /
- 2. To acquaint the consumer buyer with the current market situations, especially of agricultural products, placing particular emphasis on those products which are abundant at the time.
- 3. To provide consumer with information concerning grades and quality differences of products that are graded in the State such as poultry products, dairy products, meats, and some fruits and vegetables.
- 4. To encourage as many consumers as possible to make a wiser selection of foods through information about labeling, grading, and standardization.
- 5. To provide consumers with information by means of radio, circular letters, television, exhibits, news articles, and demonstrations that will aid them in intelligent selection and utilization of food products on the market.
- 6. To develop an appreciation of marketing problems and their impact on price relationships.
- 7. To develop an understanding of how to buy good nutrition.
- 8. To promote a "Use Tree-Ripened Fruit" campaign by working in cooperation with the State Extension Horticulturist and the County Extension workers and the producers in assisting the city homemakers with information regarding location of fruits, best varieties for freezing and canning and market prices.
- 9. To prepare and distribute a weekly market fact sheet primarily for the use of cafes, restaurants, institutional feeding establishments, and industrial in-plant feeding establishments.
- 10. To work with restaurant groups in supplying quantity recipes on foods during their periods of abundance.
- 11. To work with the retailer, processor, and producer as well as the consumer so as to understand the marketing situation and to acquaint them with the service that Extension has to offer in bringing about a better relationship among the groups concerned.
- 12. To work closely with county agents, other extension specialists, and representatives of other agencies in developing the best possible contact for exchange of information between producers and various segments of the food trade.

- 13. To disseminate information through county extension agents, local leaders, State specialists, other home economists, nutritionists, newspaper and radio personnel.
- 14. To develop and maintain a program with civic groups, public officials, and agricultural and trade organizations to keep them informed as to the objectives of the consumer project.

Added Objectives for 1950

- 1. To expand the 1949 program by getting it started in more counties and in more urban areas.
- 2. To bring together representatives from producer, retailer, and consumer groups in an effort to build a better coordinated program.
- 3. To secure an advisory committee made up of representatives of producer, retailer, and consumer groups for consultation and report to them regularly.
- 4. To secure the use of additional publications such as house organs and magazines.
- 5. To hold a short course for homemakers on food buying.
- 6. To prepare more leaflets on food buying.
- 7. To develop visual aids materials for use with a) extension agents, b) consumers, 3) retail stores. The commodity approach on a seasonal basis in terms of posters, slides, fliers, charts, etc., would be used.
- 8. To reach 4-H club members with food buying information through their projects and through 4-H leaders training meetings.
- 9. To plan and conduct tours with consumers to local factories and processors to better acquaint consumers with what is in the background of the commodities.
- 10. To prepare leaflets for consumers on food marketing.
- 11. To secure cooperation between producers, wholesale buyers, and other food handlers toward improving quality, packaging, grading, and merchandising of foods.
- 12. To set up a means of evaluation.

Problems Encountéred

1. We need to develop educational methods of reaching many consumers in a way that would be effective in the utilization of commodities as they come on the market in abundant supply. Visual aids need to be developed also.

- 2. Farmers, wholesalers, and retailers need sufficient and accurate information to help them recognize and meet the problems of distribution, transportation, and packaging commodities to meet consumer demands.
- 3. Consumer education needs to be coordinated into the county extension programs. There is a need too for coordination with production and home economics programs.
- 4. It is difficult to gain an understanding of the marketing situation as it actually exists.
- 5. There is lack of a source of information, like a Food Information Service about Puerto Rico products available, less available and scarce.
- 6. Puerto Rico farmers do not classify and select products sent to market places. This problem will probably be solved soon as the Extension Service now has a group of Special Marketing Agents who will give education about this matter to farmers.
- 7. Producers need to be acquainted with certain limitations of markets resulting from consumer buying patterns.
- 8. Help with program planning, organization, policy of program and reports is needed.
- 9. A means of evaluating the effectiveness of consumer education work should be developed.
- 10. There is a lack of information about source and volume of various foods consumed in an area.

Help the Conference Could Offer

- 1. Ways to reach more people effectively with consumer information.
- 2. Authentic sources of reliable pertinent information.
- 3. Standards for measuring effectiveness of work done.
- 4. Plans for an organized exchange of materials and ideas from all workers in consumer education in marketing.
- 5. How to create an interest among homemakers on marketing topics, and how to maintain interest.
- 6. How to illustrate leaflets on marketing to make them more useful and attractive.
- 7. How to make a sample survey of newspaper readers.
- 8. Definite help with preparation of good radio material.
- 9. Preparation of material for press.

- 10. Provide additional sources of information.
 - a. Exhibit of reference material on food buying, food preparation, government publications, how to write, how to talk, commercial material.
 - b. Visual aids, and how to use them.
- 11. Help with television techniques.
- 12. Acquaint consumer education workers with what is being done in each of the projects carried on in other States. The exchanging of such ideas will help strengthen other programs.
- 13. Help to develop a program with more leader participation.
- 14. A good explanation of exactly what the consumer education in marketing program is.

CONSUMER EDUCATION IN MARKETING CONFERENCE Louisville, Kentucky March 6 - 11, 1950

March 5 7	:30 p		Meeting with Mr. Cannon Hearne for Work Group Chairmen, Recorders, and Consultants
March 6 9	:00 a	m.	Seelbach Hotel - Little Ballroom
			H. M. Dixon, Chairman
			Purpose of Conference - Introductions
9:	:50 a	i.m.	Recess
10:	00 a	i•m•	University Responsibilities to the PeopleDean T. P. Cooper, Kentucky
11:	00 a	L.M.	Extension's Part in Food ProgramsDirector W. A. Munson, Massachusetts
11:	30 a	m.	Luncheen
1:	00 p	•m•	Aubrey J. Brown, Kentucky, Chairman
			Consumer ProblemsDr. Margaret Liston, Iowa State College
2:	:15 p	em.	Recess
2.	.30 p	•m•	Marketing ProblemsDr. Roger Corbett, National Association of Food Chair
, 4:	g 00	•m•	Organization of Work GroupsMr. Cannon Hearne, USDA
6:	30 p	•m•	Dinner - Miss Loa Davis, USDA, Chairman
			This Is How We Do ItMiss Mary M. Bodwell, Michigan

This Is How We Do It

--Miss Mary M. Bodwell, Michigan
Mr. Russell C. Hawes, Maryland
Miss Carmen S. Sanchez, Puerto Rico
Miss Virginia C. Sherburne, Maryland
Miss Mildred B. Smith, Connecticut
Miss Mary B. Wood, New York
Dr. Carlton E. Wright, New York

March 7 8:30 a.m. Seelbach Hotel - Little Ballroom

C. D. Phillips, Kentucky, Chairman

Merchant Participation in Consumer Education --Mr. L. C. Mills, Steiden Stores

Market Tour Directions
--Dr. C. D. Phillips, Kentucky

10:00 a.m. Market Tour - Mrs. Miriam J. Kelley, Kentucky

12:00 noon Luncheon in Market Area

1:00 p.m. Group Meetings in Federal Building

March 8 8:30 a.m. Group Meetings in Federal Building

11:30 a.m. Luncheen - E. A. Johnson, USDA, Chairman

Public Relations in Consumer Education
--Mr. Harold Schellenger, Columbus, Ohio

1:00 p.m. Group Meetings in Federal Building

6:30 p.m. Dinner - Seelbach Hotel

Barnard D. Joy, USDA, Chairman

Television Research
--Mr. Maynard Speece, USDA

Television Demonstration
--Mrs. Lucy Sheive and Mr. Charles Eshbach,
Massachusetts

New Horizons for Extension
--Director M. L. Wilson, USDA

March 9 8:30 a.m. Joint Meeting in Federal Building

Miss Myrtle Weldon, Kentucky, Chairman

Using Window Display - Demonstration -- Mr. Austin Ezzell, Alabama

Panel Discussion Led by Group I

March 9 (cont'd)

1:00 p.m. hiss Dorothy Simmons, Minnesota, Chairman

Buying Vegetables - Demonstration
--Mr. Frederick E. Cole, Massachusetts

Panel Discussion Led by Group II

8:00 p.m. Folk Games - Henry Clay Hotel

March 10 8:30 a.m. Joint Meeting in Federal Building

Cannon Hearne, Chairman

How to Teach Value of Labels - Demonstration -- Miss Esther Cooley, Louisiana

Panel Discussion Led by Group III

1:00 p.m. Group Meetings to Draft Final Report

6:30 p.m. Dinner - Seelbach Hotel

Mrs. Kelley and Carlton Wright, Co-chairmen

March 11 8:30 a.m. Seelbach Hotel - Little Ballroom

L. E. Bevan, Chairman

RMA Research -- Dr. Louise Stanley, USDA

Observations of the Program
--Miss Claribel Nye, California

9:50 a.m. Recess

10:00 a.m. Conference Summary
--Miss Frances Scudder, New York

Putting Ideas to Work
--Director L. E. Bevan, New Hampshire

12:00 noon Conference Adjourns

WORK GROUPS

CANNON HEARNE IN CHARGE

GROUP I

What is the Consumer Education job?

Discussion Leader: Marvin Vines

Kansas City Regional Office

Recorder;

Miss Esther Cooley

Louisiana

Consultants:

Dr. Barnard Joy Director L. E. Bevan ARA, Washington, D. C. New Hampshire

Participants:

Miss A. Reba Adams S. W. Anderson Dean Thomas Cooper Director P. O. Davis H. M. Dixon Russell Hawes C. R. Keaton H. F. Link

Mrs. Eleanor Loomis

A. B. Love

Miss Mary Loughead Miss Claribel Nye Mrs. Olive W. Parrish Charles A. Sheffield Miss Agnes Sunnell Dr. Carlton Wright

Mrs. Irene Wolgamot

Georgia Kentucky Kentucky Alabama

Extension Service, U.S.D.A.

Maryland New Mexico Kentucky Minnesota Michigan Montana California

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Washington New York

ARA-HNHE, U.S.D.A.

GROUP II

What subject matter about farm products do consumers need and want?

Discussion Leader:
Miss Conie Foote

Kansas City Regional Office

Recorder:

Mrs. Ruth Tippetts

Utah

Consultants:

Dr. Margaret Liston Dr. Aubrey J. Brown Iowa State College University of Kentucky

Participants:

Miss Mary Bodwell
Leo Bowers
H. C. Brown
T. R. Bryant
Austin Ezzell
William J. Good, Jr.
Miss Virginia Hower
E. A. Johnson
Miss Leota Leyda
Dr. C. D. Phillips
Miss Carmen Sanchez
Mrs. Lucy Sheive
Miss Dorothy Simmons
Miss Myrtle Weldon

Elmer Winner

Miss Mary Wood

Michigan Oklahoma Kentucky Kentucky Alabama Massachusetts Louisiana Extension Service, U.S.D.A. Ohio Kentucky Puerto Rico Massachusetts Minnesota Kentucky Missouri New York

GROUP III

What methods and techniques are useful in our work?

Discussion Leader: George Motts

Michigan

Recorder:

Mrs. Esther Alderman

Delaware

Consultants:

Cannon Hearne Ralph Fulghum Extension Service, U.S.D.A. Extension Service, U.S.D.A.

Extension Service, U.S.D.A.

Participants:

Miss Loa Davis Charles Eshbach Miss Anna C. Evans L. E. Farmer

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Miss Mena Hogan

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Kentucky Kentucky Alabama

New York

Massachusetts

Miss Dorothy Overbey Miss Frances Scudder Miss Virginia Sherburne Maryland

Connecticut Kentucky Oklahoma New Mexico

Miss Mildred Smith G. P. Summers Miss Mabel Walker

Miss Raquel Otero

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SIGNIFICANCE AND PURPOSE OF THIS CONFERENCE

H. M. Dixon

No one can be happier about or prouder than I of this new educational development of marketing information for consumers, producers, and handlers.

Research and Marketing Act funds available under Title II are making it possible for the Extension Service to meet some of the needs for new and additional marketing work that could not otherwise be done.

There are now 44 States and 3 Territories carrying on 139 new marketing projects. This work makes available new information concerning the marketing of agricultural products, including the results of research and its practical application to marketing and distribution problems. The projects are conducted with producers, processors, handlers, and consumers. The program undertakes to bring about improved marketing practices, adequate and efficient facilities, and better understanding of marketing processes and types and costs of service performed.

Of the 139 State extension marketing projects approved to date, 111 deal with better marketing methods and practices, and the development of improvements in marketing facilties and equipment. The number of these projects according to commodity groups is: Fruits and végetables, 27; poultry and eggs, 24; livestock and wool, 23; dairy products, 10; grain 13; cotton, 5; forest products, 4; others, 5.

There are eighteen consumer education projects to expand consumption of abundant foods and to introduce new uses. Ten projects deal with the interpretation and use of available marketing information.

This new consumer phase of the work is largely being undertaken for providing urban consumers with basic and timely facts to guide them in buying agricultural products within their resources that will best meet their needs and wants.

The first consumer project under the new act was approved on January 5, 1948. And now 17 States and Puerto Rico have consumer projects, with RMA and State appropriations totaling \$261,130.

In addition, three regional projects are under way with consumers in the large metropolitan areas around New York City, Boston, and Kansas City. These include the cooperation of 12 State and the Federal extension services. Here again, the Extension Service is beginning to meet the problems of regional and national scope, where a need is urgent, by developing regional projects in cooperation with the States. Another important development is the contribution which women can make, and are making in this consumer marketing educational challenge. Women can and are contributing much to the whole marketing Extension program.

In launching and conducting this consumer work, it is also well to keep in mind that the Cooperative Extension Service, operating in all agricultural counties, has always assisted farmers with marketing, although education in production has taken the major proportion of time. Marketing has, therefore, not had the attention that production has had either in the educational field or in the fields of research and service. Today agricultural problems and the necessary adjustments that must be made in getting production and consumption into better balance, demand that a major attack be made on marketing problems.

This reference to our regular extension work and to the RMA work as a whole, is for stressing the importance of teamwork among the various areas of work and groups to the extent that all are fully informed and kept in touch with new developments in the marketing extension program as a whole.

The work of this group represents a significant start in meeting a longfelt need of better providing agricultural marketing assistance to urban consumers. Already the results of your work are sufficient to indicate its great value to rural and urban people. It also indicates a large potential accumulating value as it is expanded, locally, regionally, and nationally. And as more mass educational approaches and procedures can be adopted. The present small funds and staffs giving attention to this new field of work can only serve as pilot demonstrations of the value of such work to the large masses of consumers and producers. I would hope, in fact expect, that this work will have substantial growth over the next few years. Many have long felt this need of a better prepared and wider disseminated food information program for consumers. This field of work, therefore, has vast potentialities for expanding extension services. With this opportunity of a week's conference of practically all extension workers in this field, along with administrators and other outstanding authorities, to advise and aid us, I hope we can close by Saturday with the best completed outline so far developed for organizing and conducting this work.

More specifically, within this week we have an opportunity -

- 1. To become fully informed of the work under way, its scope, procedures, and strong and weak points.
- 2. To inventory and stake out the scope of Extension's opportunities and responsibilities in this field.
- 3. To inventory and set forth the best methods of getting the cooperation and participation of all groups and agencies concerned with this phase of marketing.
- 4. To set forth the types of subject matter needed, its assembly, interpretation, and means for periodic and timely dissemination.
- 5. To set forth the most useful methods and techniques and the best ways and means of measuring progress.
- 6. To clarify our idea about this work, endorse good ideas and exchange new ideas for old.

UNIVERSITY RESPONSIBILITIES TO THE PEOPLE

Thomas Cooper

We are gathered here as representatives of the great educational institutions in the respective States, and as participants in the educational program of the United States Department of Agriculture. This work a relatively new type of educational program — was undertaken by the Extension Service a short time ago. It is a program designed to assist consumers to help themselves in providing a better living, both nutritionally and economically. This program visualizes that food distribution and food consumption are a part of the great field of work in which the land-grant colleges are assigned to operate.

This program was developed in response to a directive in the marketing act of 1946 - that is, Title II of the Research and Marketing Act of 1946. It is stated that the Secretary - meaning the Secretary of Agriculture - shall conduct consumer education in the production and marketing of farm products. This legislation, together with previous legislation, provided for the land-grant colleges and the agricultural extension divisions, and laid the foundation for a broad educational program that deals with production, marketing, and the use of farm products.

At one time it was thought that food production from all aspects was representative of the endeavors in which the land-grant colleges are designed to operate. However, the questions of production, distribution, and consumption are practically inseparable, so that actually years of experience in the field of production find the Department of Agriculture and the land-grant institutions beginning to feel out the way in which consumers could be helped, and distribution of food products would be improved. The marketing and consumer education responsibilities under the Research and Marketing Act necessitate more attention than has been given in the past to the distributors and consumers in urban areas. The experiences to date have shown that food distribution has been improved materially by educational work in marketing. We have a part in helping people solve their food problems.

Production, marketing, and nutrition programs are stepping stones to better living. A development of these new fields, such as will be discussed this week, is an important step in the educational contribution of the land-grant colleges, for consumer education in marketing is the presentation of food marketing facts, plus the necessary encouragement to act in the light of these facts.

We in Kentucky have long been interested in helping the urban homemaker who has quite as many, although somewhat different, problems from her rural sisters. Although work in urban communities is expanding through the regular home demonstration program, the marketing and consumer information program has provided an opportunity to offer a service specifically designed to help the urban homemaker. Our project in Kentucky is intensive in Louisville and environs and spreads to neighboring towns and villages. The service has been extended through the home demonstration agents in Lexington, Versailles, and Paris. We have evidence that assistance was given large numbers

of urban families, dependent on commercial markets for their food supply, to get more in quality and quantity for their food dollar, and to better utilize that food in the home.

Both producer and consumer have been made conscious of each other's problems. The project is bringing about better understanding of the consumer's preferences on the part of the local producers, distributors, and dealers; understanding of problems of production, distribution and marketing on the part of the consumer. Increased consumption of locally produced foods at peak production periods has been noted. Increased consumption of foods in plentiful supply, and improvement in marketing habits of homemakers have also been evidenced.

In carrying out this program, numberless contacts have been made by the specialists with producers, distributors, dealers, and consumers. A variety of methods, including these personal contacts, have been put to use; namely, press, radio, regular food news letter to consumers, meetings with dealers, meetings with consumers, demonstrations to consumer groups, recipe service in markets and surveys to get consumer reaction. As we look to the future, we would like to see expansion into other urban areas. We cannot overlook the possibility of television in the program.

Excellent cooperation has been given by the press, radio, food handlers, producers, and by other organizations interested in the program. The Home Demonstration Department and the Markets Department of the University of Kentucky, and the local Jefferson County Agricultural Extension Service have actively participated in getting this program under way and in developing it. The program has been successful and we have gained much experience which will contribute to even greater success in the future.

This workshop, where a number of people who have been breaking ground in this comparatively new service will have an opportunity to exchange ideas and discuss methods and procedures found successful, should be immensely helpful in the development of the program in marketing and consumer information.

EXTENSION'S PART IN SERVING THE PEOPLE ON THE FOOD PROBLEM FROM PRODUCTION TO CONSUMPTION

Willard A. Munson

Extension has long recognized its responsibility for a complete and balanced educational program designed to achieve the greatest efficiency in the production distribution and utilization of farm products.

With the enactment of the Research and Marketing Act of 1946, added support was provided Extension for expanding its program in marketing.

The size of the Extension educational job is appreciated when one grasps the significance of the following statements.

The three groups of our national population involved in the food problem are producers, 6 million of them — handlers, a number hard to estimate (between 1 and 2 million), including all the operators functioning in the services and channels of trade getting farm products from producers to the consumers, totaling about 150 million men, women and children in approximately 41 million families.

In the six-state area of New England, there are about 9,000,000 people in about 3,000,000 families buying annually nearly 2 billion dollars worth of food, with fruits and vegetables making up a quarter of the total.

In the State of Massachusetts, which is small geographically, there are about 4,500,000 consumers for which 1,550,000 family purchasing agents buy 20,000,000 pounds of food daily.

Most people want to spend their food money wisely and to the best advantage. Our experience assures us that producers, consumers and handlers are keen for facts and information that will help them to perform their particular functions more efficiently. Producers want to grow and send to market the quality of fruits, vegetables, poultry products, animal products, etc., in the form and condition that will meet the consumer's demand. Handlers want quality farm products that are well prepared for market handling. The consumer wants to be, and takes pride in being, a good buyer.

Assembling facts and preparing accurate, timely information in form usable in improving marketing efficiency by the members of the several groups is one of two major steps Extension has undertaken in its marketing educational program.

To accomplish the first step, cooperation with every public and private agency gathering or developing facts and information pertaining to the marketing of farm products is being established. They include —

On Supply

- 1. BAE Crop & Livestock Estimates
- 2. PMA Market News Service
- 3. FMA Food Distribution Programs
- 4. PMA Commodity Branches
- 5. Bureaus of Markets
 State Market News Service

On Nutritional Needs

- 1. Bureau of Human Nutrition and
 Home Economics
- 2. Land-Grant College
 Experiment Stations
- 3. National Research Council
- 4. Other Research

- 6. BLS and Local Retail Prices
- 7. Counties County Agricultural Agents
- 8. State Commodity Committees
- 9. State or Region Producer Organizations
- 10. City Local Market Managers
- 11. City Local Market Reporters
- 12. City Local Merchants

Putting all this material into usable form is a paramount task. Its use will be limited by its timeliness and clarity to each farmer, handler and consumer it reaches. How to attain maximum success in the preparation of market information to serve all the population is dependent upon our ability to get the counsel and active assistance of thousands of leaders among producers, handlers, consumers, and especially teachers and service agents of trade and consumer organizations.

The second major step is to distribute the prepared marketing information to all who may benefit by its use. To reach the masses of people every avenue of communication must be used. A partial list of organizations transmitting food marketing and utilization information include —

- 1. Food editors
 - 2. Urban press
 - 3. Weeklies
 - 4. Radio commentators
 - 5. Industrial house organs
 - 6. Social agencies
 - 7. Home economists for public utilities
 - 8. Buyers for schools, institutions, etc.
 - 9. Industrial cafeteria managers
 - 10. Public schools and libraries
- 11. Public nurses
- 12. Welfare workers
- 13. Demonstrators
- 14. Health centers

Every member of every agency endeavoring to assist people to attain greater nutritional and dollar values for their food money must be enlisted, informed and continually encouraged to distribute and interpret market information.

Extension is receiving the cooperation of many of the leaders in these services.

I know of no better way to explain the part the Extension Service is taking in solving the problem of food production, distribution and utilization than to describe the plan now in operation for the New England area.

In the New England region, the six Extension Directors, with the Federal Extension Service, are sponsoring the New England Extension Program in Marketing Information to Consumers, Producers and Handlers. Active cooperation is contributed by the Production and Marketing Administration, the Bureau of Agricultural Economics, the Agricultural Research Administration and the several State Departments of Agriculture.

The committees function and operate the project — an Administrative Committee and one for guidance and assistance in developing and activating the educational program.

The membership of the Administrative Committee includes the

6 New England Extension Directors

Representatives of - New England Commissioners of Agriculture,

United States Department of Agriculture Extension Service

United States Department of Agriculture Production and Marketing Administration

United States Department of Agriculture Research and Marketing Administration

New England Experiment Stations

The purposes and objectives of the Administrative Committee are described in the following paragraph quoted from the minutes of its initial meeting.

"It was concluded that a thorough understanding of all the respective agencies' services in food marketing, information, and education should be attained by the irrespective personnel in order to prevent avoidable duplication. Also, to attain integration and coordination of effort on the part of all agencies in enabling the public, through this educational endeavor, to use the food available to the greatest nutritive and financial advantage and with a minimum of waste."

The Educational Committee provided for by the Administrative Committee has the following membership --

Agricultural Marketing Specialists
Home Economists
Production Specialists
Production and Marketing Administration
State Departments of Agriculture
State Department of Agriculture Marketing Directors
United States Crop Reporting Service, Bureau of Agricultural Economics
New England Council Agriculture Committee
County Agricultural Agents
County Home Demonstration Agents

and describes its functions as follows --

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- a. Counsel with the staff of the New England Regional Marketing Information Service in developing the educational program of the project and the methods for carrying out the program on a New England-wide basis.
- b. Counsel with the staff in developing cooperative relationships with working state committees and all agencies, both public and private, throughout the New England States in the educational program of the project.
- c. Prevent duplication of services with other agencies.

- d. Analyse and appraise progress and the effectiveness of the work on terms of the methods being employed.
 - e. Evaluate the effectiveness of the educational program.

To provide for active participation in the states, the Administrative Committee proposed that each State Extension Director name an Educational Committee and suggested that the following interests have membership on it —

State Extension Leaders or Supervisors
County Home Demonstration Agents
County 4-H Club Agents
Extension Agricultural Aconomists
Extension Home Economists
State Departments of Agriculture
Extension Marketing Specialists
Extension Production Specialists
Extension Nutrition Specialists
Information or Publicity Specialists and
representatives of public agencies which are interested
or could contribute to the state programs.

It was determined that each respective state would construct its Educational Committee to suit its own convenience, conditions and plans which it made to carry out through its Extension Service.

It was suggested that each State Committee function to develop educational and operational plans for the state and also serve as liaison with the New England staff in developing the necessary contacts and relationships for carrying on the educational program on a state and regional basis.

It was also suggested that the State Committee evaluate from time to time the effectiveness of its educational marketing program and methods for assisting consumers, producers and handlers in food marketing.

Each of the New England Extension Directors has appointed a State Committee with membership as suggested above.

These committees have outlined their programs and are now carrying out the recommendations of the New England Educational Extension Marketing Information Service.

The State Committees are continually suggesting ways to acquaint Extension workers with the food marketing problem, giving them a background of understanding which they can draw upon in carrying on their teaching function. These committees are suggesting teaching devices and methods for local adaptation. They are conferring with the New England staff about the material it distributes and recommending key leaders to receive its publications.

Excellent progress is being made in understanding the scope of the job and the methods to be used in doing it.

The representatives of the several groups have put into specific statements the part that can be taken by those they represent. Further, each has informed the members of his or her group of their own responsibilities.

State and county 4-H Club workers have suggested the following ways in which the Consumer Marketing Information Program can tie in with their programs.

- 1. By arranging trips or tours for leaders or members to acquaint them with marketing conditions and methods.
- 2. By providing as many opportunities as possible for members and leaders to judge products for use.
- 3. By devoting some time at every local leaders' meeting to the question of selecting and buying foods.
- 4. By emphasizing with older members of 4-H food clubs the emergency pantry shelf program and some of the good buys in staple foods.
- 5. By including marketing information on 4-H radio broadcasts and in 4-H news stories.
- 6. By arranging for marketing tours in retail stores and letting each 4-H member try her hand at seeing what quantity and quality of food could be purchased for a given amount.

The part the Home Economics staff can take is evidenced by replies from county Home Demonstration Agents when asked for information on the ways they are taking part in the Consumer Marketing Program. They are --

Using material prepared by the New England Regional Office for releases over the radio and in newspapers.

Discussing the Consumer Marketing Program for a few minutes at each community meeting.

Working through other agencies by keeping their leaders informed about the New England Marketing Program and supplied with consumer information. These leaders include home economics teachers and social workers.

Stressing plentiful foods, especially those produced locally.

Preparing a skit (Associate County Agent and Home Demonstration Agent) to use at meetings showing good marketing procedures and food buying techniques.

Conducting marketing tours for consumers.

One county gave the following concise outline to the inquiry - "What part the Home Economics Staff can take in Consumer Marketing Program?

- "l. Acquaint housewife with
 - a. Buying points of various products.
 - b. Comparative nutritive value of foods.
 - c. How various grades of products can be used to advantage in food preparation.
 - d. When items are 'good buys,' especially for canning and freezing.
- 2. Tie in recipe with plentiful foods.
- 3. Work with agricultural agents to improve methods of marketing farm products.

4. Work with 4-H agents in setting up standards for products club : . . . members sell and exhibit.

In order to accomplish these aims, we will use radio, newspaper, circular letters, group meetings, and conferences with agents and other professional workers aiming toward the same goal."

The State Home Economics Specialists inform me that meetings are being planned to discuss with consumers "Getting the Most for Your Dollars."

The meetings aim to give tips and techniques for getting the most from the money you spend, such as:

- 1. Studying your needs.
- 2. Selecting suitable stores. The first that the stores with values. The stores with values.
- 4. Understanding trademarks, brand names, guarantees and labels.
- 5. Getting special services.
- 6. Evaluating advertising.
- 7. Using charge accounts and other forms of credit.

Activities planned for, or in operation by, county agents and agricultural specialists in connection with the program in marketing education are stated by their supervisor as follows -

This is a two-way program. It involves not only information to consumers. but also information back from consumers to producers. There may well be steps with the handlers and the retailers.

1. Information to the Regional Office

Commodity specialists and county agricultural agents have initiated action to supply the Regional Office with information regarding locally-produced products. This includes information on the following subjects:

- 1. Crop development, including questions of quality, quantity, and time of harvest.
- 2. Factors that determine or affect the quality or grade.
- , 3. Consumer handling methods in order that they may maintain quality.
 - 4. Marketing methods, channels and services, including distribution of the consumer's dollar so that she may know what she is buying and paying for.
 - 5. Grower's operations which affect quality, appearance, and production so that there may be an understanding between consumers and producers.
 - 6. Historical or other facts of interest regarding crop origin, varieties, area's of production, by-products, etc.

Commodity specialists work with producers and producer organizations in order to develop a calendar of activities and information releases which would be of greatest value. These should be synchronized with market supply; as well as with producer activities; in advertising, offers of special packs, or other marketing advantages to the consumer.

II. Information to Growers

Commodity specialists and county agricultural agents take back to growers information concerning consumer needs and desires and ways of meeting them. Under this come quality required, varieties in relation to consumer desires, consumer attitudes toward price, packages and grades; producer handling practices to preserve quality, including questions of storage, pre-cooling and icing.

Agents and specialists encourage the growers themselves to provide consumers with information regarding their products. They try to develop a feeling of grower responsibility for the maintenance of quality through to the consumer.

They keep growers informed of crop movement as a gauge of price and demand situations.

They keep producers informed of consumer buying power, crop prospects, and competitive situations.

III. Information to Handlers

This includes thoses engaged in transportation, wholesaling, jobbing and retailing. This is a new group of Extension contacts. The first responsibilities rest with marketing and commodity specialists. County agricultural agents plan to develop these contacts with those in their local markets. They require specialists' leadership at first. This group of handlers will be interested in receiving advance information on quality, quantity and timing of harvest.

Retailers can use to advantage information which will help them in maintaining quality and in their contacts with consumers.

Producers, handlers and consumers, alike, will benefit as practices which maintain quality are better understood by the group which move produce from the farm to the consumer.

IV. Information Directly to Consumers

County agricultural agents take many opportunities, particularly through their contacts with newspapers and radio, to reach consumers directly. They use to advantage releases from the New England Regional Office and adapt them to local situations.

Additional local information of importance to consumers develops in their own counties. There is an opportunity for close coordination with the home department and county home demonstrations. Agricultural agents and home agents should regularly discuss current food situations.

Radio programs and news articles, covering among other things most of the items listed under I, are given either jointly or on a mutually agreed upon schedule. Commodity specialists may well have similar coordinated programs with the nutrition specialist, food utilization specialist, etc. Two examples of this type of activity by county agricultural agents were reported in county reports for January. One is as follows:

"A story on 'What Happens to the Spinach Money' was abstracted from the Food Marketing Bulletin and sent to newspapers in the county. A very nice article appeared on the front page of the local Northampton paper, discussing word for word, where the consumer's dollar went in the purchase of spinach. It is felt that publicity of this type will do much to better public relations between farmers and consumers."

Newspaper clippings, covering three issues of the BROCKTON ENTERPRISE which won a large front-page story, illustrate the possibilities of consumer education tied directly to local situations.

CONCLUSIONS

Four major points have been discussed.

- 1. Extension is expanding its educational marketing program for producers, handlers and consumers. Its objective is to gain maximum efficiency in the distribution and utilization of farm products.
- 2. The necessity for preparing accurate facts and information in the field of marketing. Success in doing this is dependent upon the cooperation and use of every source of information which can contribute to the improvement of marketing farm products from producer to consumer.
- 3. The absolute necessity for using all avenues of communication in order to reach all people who can use market information to improve their merchandising and buying practices.
- 4. Some of the ways in which extension is now carrying on its program for assembling and distributing marketing information to producers, consumers and handlers.

CONSUMER PROBLEMS IN A NATION OF PLENTY

Dr. Margaret Liston

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I. Introduction

On the first Wednesday in March, 1789, just one hundred and sixty-one years ago, the Constitution of the United States of America was declared to be officially in effect. It had been ratified by nine of the 13 original States. Its preamble, which you and I had to memorize as a part of our elementary education, was as follows:

We, the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America.

How prophetic were those framers of the Constitution; how much we still are concerned with more perfect union, justice, domestic tranquility, common defense, the blessings of liberty, and general welfare. But we were a poor people then in contrast to our present state of plenty. Though our goals are much the same today as then, the kinds of problems encountered and our ways of dealing with them are much different. One of the groups of current problems which relates closely to the "promotion of the general welfare" is that of attaining more effective consumption - problems of using the plentiful resources of our nation for promoting the general welfare by improving our levels of living.

In a certain government report of 1941 is found the following statement:

"The standard of living in this country has been raised as a result of mass production of many commodities. Nevertheless, consumers have failed to profit as much as they might from industrial progress because of inefficient buying."

Some of you may have seen the Encyclopedia Brittanica film which portrays so well the rapid increase in productivity per worker in our country during the past century. Would that we had some comparably effective way of measuring and portraying the change in effectiveness of consumption per consumer. But, if we did have more knowledge of how badly and how well we have done the job of consumption during the past one hundred years, it's a pretty sure thing that we haven't made the progress which is shown on the production side of the picture. And herein lies one of the real challenges to the people of our nation today. WE've developed a terrifically powerful productive system; now what can we do to get much greater returns for consumers from the plentiful resources at their disposal?

The reasons for this lag of consumption behind production are many. Among them is the fact that improvement in production not only is easier to realize

but also is more readily measured than is true of improvement in consumption. It is quite natural to take the line of least effort and to direct one's efforts where more obvious results may be realized. Moreover, economists usually have taken consumption as a "given" - that is, to take the aggregate spendings of consumers in the markets as the best expression of their wants - and to concentrate on the problems of production and exchange encountered in creating goods and services which might satisfy those "given" wants. The impracticality of this approach was expressed well by Edward T. Devine forty years ago in his classic article on "The Economic Function of Woman":

Economists have seemed to care very much about adding to the wealth fund, but they have seldom inquired whether the wealth thus produced is consumed in accordance with sound principles of economics - whether the right things are called for from producers - whether there are any principles of consumption governing these matters at all. Consumption is subordinated in importance to production, and that, when we consider it, is one of the strangest and most unnatural inversions that the history of any science has ever disclosed... If political economy is the science of wealth, it is as much concerned with the way in which wealth is consumed as with the way in which it is produced. If, as some are already preferring to call it, political economy be the science of human wants, then it is even more fundamentally concerned with the consumption than with the production of wealth.

I should hurry to acknowlede the fact that a few economists have given the problem of consumption the attention called for by Devine. But the number has been small and their efforts somewhat paltry. However, during the past quarter-century, considerable progress has been made in posing efficient consumption as a problem worthy of attention by families themselves, teachers, researchers, and even politicians. The growth of education in home economics and of research dealing with home problems are excellent evidence of increased interest in consumption and standards of living. The fact that more and more men in economics are specializing in consumer economics is a helpful sign. During the Great Depression, the consumer movement was given a boost when we were forced to be concerned with the welfare of consumers, particularly those of low incomes, as well as with the reviving of our very sick production and exchange systems. Since then our governments, and other agencies occasionally, have seen the need and have been willing to provide funds for research to identify some of the characteristics and problems of consumption. Public interest in "consumer education" has been widespread - much mere widespread than effective. For a while everyone wanted to be on the consumer bandwagon.

So, today, in 1950, 161 years after the ratification of our country's constitution, we can claim at least some progress toward "promoting the general welfare" by trying to improve consumption. What will come to pass during the next 50 years? What progress in efficiency of consumption can be claimed in the year 2000? Only time will bring an answer to that question, but I believe that it is safe to say that real progress will depend upon the ways in which we face two kinds of problems of consumption - two kinds which I am going to call the micro-, or family centered problems, and the macro-, or society-centered problems.

I should like to devote the remainder of this discussion to some ways of answering three questions, namely: (1) What do we mean by the micro and macroproblems of consumers? (2) What kinds of decisions must consumers make relative to their micro problems? and (3) What is the job of the Consumer Education program under RMA relative to those micro and macro problems of consumption?

II. What do we mean by micro and macro problems of consumers?

During recent years, some of our economists have been referring to microeconomics and macroeconomics. By the former they mean the economics of the individual business unit and the economics of the individual household. In microeconomics the tools or concepts or principles of economics are used to interpret the problems and the decision-making of private business units and households. Their term "macroeconomics" deals with social economics, with problems of groups of economic units - with aggregates. For example, under macroeconomics they are concerned with the functioning of our economic system from a national or world point of view.

The micro problems of consumers involve decisions which are almost entirely personal or private, decisions in which the goals and resources of the individual consuming unit are of main concern. For example, problems as to how the money income shall be spent, at what stores the buying for the family will be done, how goods and services will be consumed in the home - all are private or micro problems. We shall deal with these in greater detail later on. Many people would include these micro problems of consumers in home management, and rightly so when management is defined as "using what one has to get the most of what one wants" or, more completely, the decisions consumers make when planning, directing, guiding, and evaluating the use of their human and nonhuman resources to attain their goals.

In a democratic culture, the goals a family strives for, and how and how much to strive for them, are its own business. This has been accepted as the ideal of our own nation and has been respected to a high degree as the nation has grown up in its atmosphere of rugged individualism. But more and more we are becoming dependent upon each other - and the decisions which we make as individuals show greater concern for others. This has been said so forcefully by MacFie of Scotland in his book, small in size but powerful in ideas, entitled Economic Efficiency and Social Welfare:

"We have, in sum, to develop a new instinct, to transmute our natural social instinct into a constantly predominant clear-eyed purpose which spontaneously seeks the widest social good in all we do and all we think. This does not mean a new start. It implies only a definite tilting of the balance, so that we always work with a rather altered perspective, from the social rather than the individual angle. It means that when we choose our professions, or the size of our families, or the type of education we give our children, or the amount of luxuries or relaxation we consume, indeed in all our everyday concerns, one of the considerations dominating our choices should be that the social interest must be served: one of the concerns, because the individualist aspect ought also to be expressed."

So when consumers make decisions about their micro or family-centered problems, be they problems of goals to be sought or means of attaining those goals, they are coming more and more to make decisions in consideration of the public interest, as well as of their selfish concerns. And this leads us to our macro problems of consumers.

Let's use some economic problems of agriculture as our frame of reference for looking at the macro problems of consumers. Numerous other kinds of examples might be chosen but those from agriculture are not only of close concern to the work which you people are doing but also have truly great influence on the total economic structure. And all of our macro problems of agriculture relate to demand for agricultural products which is terrifically important for both family welfare and public welfare.

One macro problem which certainly is of concern to consumers and to agriculture is "how may we improve the nutritional status of the population in our own country and in others?" Decreasing the proportion of malnourished in the various nations would increase the demand for agricultural products in our nation and elsewhere. But even within our own nation, the demand for food and fiber may be increased in several ways. (Here we have a double-barreled problem, one dealing with the channeling of food to those consumers who need it most, the other with the problem of keeping up the demand for non-agricultural products in order to maintain the demand for agricultural products.)

At this point I should admit the fact that I'm talking about these problems in terms of what probably would happen if we could do the things which seem best. I am not dwelling on but do acknowledge the difficulties involved in knowing how, and of actually carrying through the solutions to these problems. The maldistribution of incomes, the bottlenecks of production and marketing, the curbs of social institutions, the slowness of change in consumer tastes and habits - these and many other conditions do, and probably should, put a brake on the speed with which we may bring a closer relationship between the supply of and the demand of agricultural products.

Continuing this macro problem of nutrition relative to agricultural domand, it seems important that the malnourished be taken care of first, that the food needs of the people be given precedence over the housing, clothing, and other needs, important as these are. The reason for this is that we know inadequate food has so much influence upon the efficiency and well-being of the individual. Listlessness, chronic fatigue, shifting aches and pains, and certain kinds of digestive disturbances may result from improper food. Speaking of malnutrition relative to aches and pains reminds me of a coincidence in Iowa - a coincidence which may eventually be found to be a true relationship. A survey has been made recently of the food habits of Iowa rural people. The findings are very discouraging. In spite of the rich resources of the State and the opportunities for being well nourished, an alarming proportion of the diets are only fair or poor, and the physical and mental evidences of optimum nutrition are not as common as they should be. This survey was briefed at a recent Homemakers Conference at Iowa State College. In the same program a member of the Home Economics Education Department told of a study of homemakers! problems and their significance for homemaking education. The most common and the most serious problem was ill health of the homemaker or other family members. It seems appropriate to ask the question, "Could many of these reports of ill health be the result of inappropriate nutrition?"

So the problem isn't alone one of availability but of finding ways and means of getting individual consumers to consume the kinds and amounts of food appropriate to their needs. Disappearance of foods from the markets is no proof that they are nourishing human beings. You remember the old saying, "There's many a slip twixt the cup and the lip." So it is twixt food in the homemaker's market basket and the actual nutrients utilized by the bodies of the members of her family. And there's another thing. The consumption of too much food, or too much of some kinds of food, is just as serious as consuming too little. Our real job here is to do what we can to siphen off the excesses and channel them to individuals with difficiencies — to the persons who need those nutrients most. Of course, we do encounter both psychological and economic obstacles in this task, whether we look at it as a world or only as a national problem.

Nutrition is the first macro problem of consumers. The second is that of balancing consumer expenditures for food against spendings for other needs such as housing, clothing, automobiles, medical care, or recreation. Only as much as is really necessary should be spent for food by the families of our country in order that as much as possible may be spent for the goods and services of non-agricultural production. We must remember that the bulk of demand for food products comes from the families of workers dependent upon non-agricultural industry. If our demand for non-agricultural products doesn't keep industry, trade, and transportation humming, the incomes of nonfarm workers will fall, and before long a drop in demand for food. It's really very much like our problem of foreign trade. If we in the United States don't buy from other countries, how can we expect other countries to buy from us? If farm and nonfarm families don't buy as much as they can of nonfarm products, how can we expect non farm families to continue their demands for farm products?

By moving closer to a balance or equilibrium in consumer expenditure patterns relative to their wants and needs, the levels of consumumption of the nation's people can be raised and the physical, mental, social, spiritual, and emotional health of the population lifted to higher planes. In this way, the quality of family living is improved and at the same time the human resources available for the economic and political tasks of our nation are enriched. Both the private and the public welfare are promoted.

The maintenance of demand for the fruits of our marvelous productive system, agricultural and nonagricultural, is only one of many macro problems of consumers. Another highly important one deals with increasing the efficiency of marketing; the problem which Dr. Corbett will discuss later this afternoon. I might say further that macro problems of consumers must be solved outside the individual consuming units, but the kinds of macro solutions will determine the economic environment within which micro decisions are made.

Just one more illustration may help to clinch these concepts of micro and macro problems of consumers. Deciding whether to buy fresh or frozen brocelli is a micro problem while finding more efficient ways of getting both fresh and frozen brocelli from the farmer to the consumer involves macro problems.

III. What kinds of micro problems do consumers have?

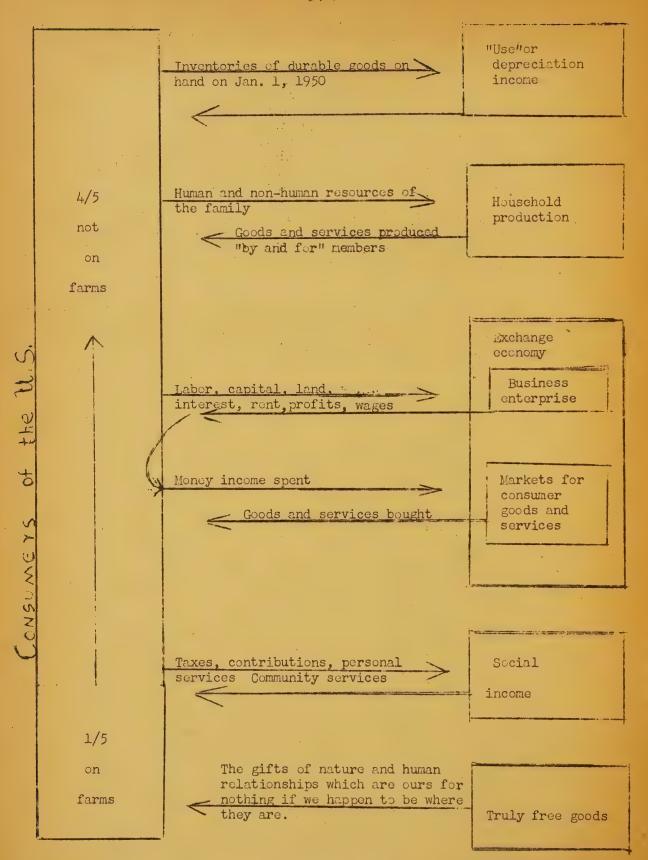
Let's look at six kinds of micro problems of consumers. First, and of prime importance, is the determination of goals. What does the family really want to work toward? What is its sense of direction in life? Here I can think

of no more concise and meaningful way of expressing the kinds of goals most families want to consider than Lita Bane's much quoted "Aims for the Home" -

To have the home
Physically healthful
Economically sound
Socially responsible
Mentally stimulating
Artistically satisfying
Mechanically convenient, and
Founded upon mutual affection
and respect.

Each family must decide on the relative importance of these aspects of its everyday living and gauge its activities accordingly. Consciousness of goals is important not only in giving a sense of direction to life but also helps to give a sense of progress by providing something to measure our accomplishments by.

The next three micro or private problems of consumers deal with ways of working toward the goals of living. One problem has to do with where to get the goods and services wanted. During any specific time, say the year 1950, all consumers will be getting the goods and services they want from five general sources.



The first is a source not appreciated as much as others. It's what I call "use" or depreciation income. For example, is there anyone here this afternoon who isn't wearing something you had prior to January 1, 1950 - something you haven't bought this year, yet are wearing and enjoying this very minute? Well, all consumers are in the same boat, so to speak. Many of the goods and services which consumers will enjoy during 1950 were in the inventories on hand at the beginning of the year and can be used with little or no outlay.

Next, many of you, had you been at home this morning, would have gotten your own breakfast and made your own beds. You obtain some of your wants during 1950 by doing things for yourself. So many of the things families want are gotten by making or doing for themselves, that is, by household production.

But, as MacFie has said, we've come to be terrifically interdependent. There are many things we want which weren't in our inventories carried over and we cannot or don't want to do them for ourselves. Maybe, if we really had to, we could be much more self-subsistent but we'd rather work for someone else or go into business in order to get money income to buy some of the things we want in the markets for consumers goods. During the past half century, buying in the market has become more and more important a source for satisfying our wants. And these market goods have been made available to us more efficiently than we've learned how to buy or to consume them.

That's three sources. Now we come to one which many don't appreciate as much as they probably should: - social goods - the things we may use because we and many others pay taxes, make contributions, and volunteer our services, in return for which we get highways, streets, fire and police protection, courts, parks, libraries, churches, social agencies, and Extension Services.

And the fifth source is another frequently slighted one: - those things which are ours for the taking if we happen to be where they are. I'm writing this on the train, enroute to Louisville, and as I look out of the car window this very moment a gorgeous full moon catches my eye. It's free to everyone. And the many joys we can get out of relationships with people during this conference are a truly free source of our enjoyment during 1950.

After that long description of sources of goods and services, you may be lost. I hope not. The micro problem of consumers here is to decide in what ways and how much to draw upon each of those sources for getting the things they want. How much should they depend upon inventories carried over, how much on household production, how much on spending money in the markets, how much on socially provided goods, how much on the gifts of nature?

After having decided what should be gotten by use of money income, there's the problem of spending it wisely. And this is where we come to a special concern of the Consumer Education program under RMA. What are the best buys in food? How can consumers get the most for their food dollars? I'm not going to dwell on this point for your are much more experienced than I in such problems and the ideas which you share at this conference will be so much more to the point than anything I can possibly say. I do want to comment, though, on the statement Director Munson made this morning. You'll remember he said that homemakers are excellent buyers. Well, I don't happen to agree. I think we still have to go a long, long way to bring most of the homemakers of our country into the class of expert buyers. But what is "expert buying"? It may

be defined in several ways, but I happen to like the definition used by The Household Finance Corporation in its bulletin on Better Buymanship principles, in which good buymanship is the developing of attitudes and techniques for securing the best article for the purpose with the least expenditure of time, energy, and money. To me, this definition is a rather nice broad statement of the aims of your Consumer Education program and if the food buyers of cur country were already expert there'd be little reason for your program.

Just one more comment on this point of buying. Like the journalists and their "who, what, when, where, why, and how" in the first paragraph of a news story, in consumer buying we have a series of trite, but nonetheless real, questions to try to answer. What kinds of foods should be bought? What varieties? How much at one time? Where should they be bought? How may one identify the best quality and quantity for the purpose? Should we pay cash or use credit? You are going to be considering several of these questions throughout the week.

But the fact that foods are bought, the fact that they get into the family market basket is no sign that they'll end up as efficient nourishment of human bodies. As we suggested before, there are many "slips twixt". There's the problem of loss of food value due to inappropriate storage facilities in the home, to careless storage even when the facilities are OK, or to unavoidable losses due to aging. Then, we all know that by careless cooking 30 cents worth of green beans may be worth only 20 cents in terms of actual body nourishment. And even if food from the market basket is stored and prepared as skillfully as possible and put on the family table according to the "Basic Seven," there's no assurance that each person around the table will cat according to the Basic Seven. Family consumption of eggs may show an average of one per person per day, but you don't have well nourished children when Dad cats three eggs instead of one for breakfast and the children often don't eat any.

And to continue with this dismal picture, we're discovering more and more evidence that it's not alone the total amount of protein which is consumed daily which is important, but the kind and the distribution of consumption throughout the day also make a difference. Animal proteins are much superior to vegetable proteins. And a glass of milk or an egg for breakfast rather than later in the day seem to facilitate the use of the proteins eaten at lunch and dinner. The combination of amino acids consumed in proteins are important along with the amount of protein.

So even if foods do disappear from the markets, and even if homemakers buy potentially adequate diets, the losses in storage and preparation and the idiosyncracies of individual eating habits and of the body's utilization of that food may still mean malnourishment. This is the fourth micro problem of consumers that I'm discussing.

A fifth micro problem of consumers might have been considered when the goals of family living were being determined. It relates to decisions as to what should be done and how much to share, though in a small way, in public programs designed to deal with macro problems. For example, should a family whose consumption of eggs is already appropriate feel a responsibility for consuming more eggs because we now have a much-publicized surplus? This kind of proposal is being made by some, and, in my judgment, it's dangerous. The surplus of eggs should be channelled to those who don't yet have enough. But it's

the family's job to decide what it wants to do. Another illustration is the problem of buying U.S. produced vs. imported products. And what should we do when the producer of a product we've liked takes on advertising or political activities which we consider detrimental to the public good? And what ought we as consumers do to encourage efficient marketing? As MacFie said, when we make family decisions we should consider the social as well as the individual interest.

III. What's The Job of Consumer Education under RMA?

To answer this question, I'm going to use outline form because none of the points needslengthy explanation and they'll stand out and be more meaningful to you if kept in simple, concise form. It seems to me that the job of the consumer education program under RMA is the following:

1. Motivation

- a. Of yourself to your job. Be really enthusiastic about it and know what you're trying to accomplish or you can't motivate others.
- b. Begin where the people are, then build.
- c. Arouse sensitivities to problems. Many don't know they have food problems; others don't know how to define the problems they feel.
- d. Appeal to the several senses and to human interests.

2. Information

- a. First, find out about the kinds of people in your community and about some of their food problems.
- b. Information about food problems requires three kinds of effort on your part, namely: preparation, dissemination, and utilization.
- c. Encourage research.
 - (1) Relay problems needing research to persons doing research.
 - (2) Do graduate study and research yourself.

3. Discussion

- a. Get folks to talk about their problems.
- b. Encourage community get-togethers of consumers, farmers, processors, and distributors.

4. Action

- a. Get others to participate and lead.
- b. Evaluate: the real test of the worth of your program is the amount of action you bring about on the part of consumers and distributors.

In closing I should like to quote from Faith Williams in an article of the August 1942 issue of Marriage and Family Living:

"As Alva Myrdal' says in her remarkable book on 'Nation and Family in Sweden, the task of our generation is to reintegrate the family in the larger society. We do not in my opinion need any radical change in our economic institutions to accomplish these ends. We need a more effective coordination of the institutions we already have, a closer cooperation between consumers, distributors, and manufacturers in order to achieve a more effective utilization of our economic resources and of the skills of our manual workers, and engineers, and our executives. We need American families which are better informed as to their own needs, which are conscious of their ability to encourage with their purchases those manufacturers and distributors whose production policies they want to perpetuate. We need adult education programs which will make it possible for families of all types to understand much more clearly than they do at the present time the economic implications of their own mode of living, their relationship to the economic order not only as producers but as consumers, the effect of their level of consumption not only upon their own lives, but also upon the lives of others. In short, we ask our educational institutions to take major responsibility for developing 'economically literate' families."

With this challenge before you, what are you going to do about increasing efficiency in consumption? How will you have contributed to the promotion of the general welfare by the year 2000?

MARKETING PROBLEMS*

R. B. Corbett, Agricultural Counsel National Association of Food Chains

The Consumer Is Boss

The decisions of the homemaker are final in the food business. If she does not buy, there is no business for the retailer, which in turn means no business to the wholesaler and to the farmer. Understanding of the "market-thinking" of these persons who make the final decisions is of top priority to all who work with food marketing.

A man with responsibility for merchandising food came to the following conclusion in trying to better understand those who buy food for their homes. Think it over and see if it is of help. The homemaker has three budgets in mind as she buys. The first is the money budget; she must stay within its bounds and it is usually inelastic. Second, is her time budget. A homemaker with children is a busy person and she conserves her time and energy. The third budget is the nutrition budget -- getting the maximum food value for her family. The better informed she is, the greater the importance of this budget. As the homemaker buys food, how do these three budgets affect her decisions as to what, when, and where purchases will be made?

In any large city, the women who do the buying of food may be placed in three groups: (1) Five to fifteen percent are "quality" buyers -- they want the best, and the price is a secondary consideration. (2) Five to fifteen percent are "price" buyers -- they buy products that are in distress, either because of heavy supplies that have reduced prices below normal, or because the product has been damaged. (3) Seventy to ninety percent of the homemakers look at both price and quality and can best be described as "shoppers." They are the typical American food buyers. In periods of depression, the number who are primarily "quality" buyers will be less than in periods of prosperity. This is not a rigid classification, but it does emphasize that various homemakers respond differently to market situations. The great bulk of the homemakers are looking for "good buys," but opinions on what is a "good buy" vary greatly.

What Are, "Good Buys?"

Since the typical homemaker is constantly trying to determine what is a "good buy," what are some of the factors that constitute a good buy? Certainly the nutritional value is one. This is a vast field in itself and persons trained in nutrition will have to give the answers. The main problem

is to be sure of the facts. What has happened to spinach? What became of the slogans "Have you had your roughage today?" and "Have you had your iron today?" There has been much said and written on nutrition that has not stood the test of time and scientific investigation. The truth is needed. The intelligent consumer wants nutritional information in deciding what is a good buy.

What is a good buy in meat? Important is a knowledge of how to use the less expensive cuts and grades. The nutritional value is there, the cut and grade are satisfactory for the purpose, and decided economy is available. There is a story of a young homemaker who nearly caused the break-down of her marriage by buying the highest-priced beef for purposes for which it was not needed. Her husband, who was struggling to pay for the home, was extremely critical, and not until she got some education on what are good buys in meat, including the best buys for specific uses, could this young homemaker remedy the situation.

What is a good buy in produce? In all unprocessed foods, "fresh" is a most important word. Freshness means quality and nutritional value in the minds of consumers. A survey shows that 30 percent of the persons buying produce make their purchases on "impulse." Even the homemaker with a list, if she sees a product that is attractive and "fresh," is apt to buy. Such buying is based entirely on external appearance, which is not always the best guide. Consumers have been asked to choose among varieties of apples on the basis of appearance and then among the same varieties when peeled, on the basis of taste. The variety that was placed first on the basis of appearance was placed last on the basis of taste.

Produce that could be classified as a good buy, when placed on a self-service counter may, within a few hours, become a poor buy because of consumer "mauling." This is one of the great problems for all who are interested in produce marketing. It is one of the places where consumer education can team up with the retailer to help everyone. Recently, a friend reported watching a customer buying spinach. She picked the leaves off the plants and threw the stems back for the next customer. Somebody had to pay for the stems.

Here is a vivid personal illustration: I was writing notes for this talk. The topic "consumers maul produce" was jotted down as I left for lunch. Within 5 minutes, I passed by a small chain store where fruit was displayed in the front window. There stood an elderly man, picking up pear after pear and viciously pushing his thumb into each. It would be difficult to estimate the damage he was doing, but it was appreciable. Some have tried to approach this problem humorously. For example, a sign over a display of peaches: "I know you love me, but please don't squeeze." Two well-informed men estimate the damage due to mauling of produce by consumers in retail stores at between \$100,000,000 and \$200,000,000 per year. This is a problem which only teamwork in consumer education can solve. The goal is worth the attempt.

Varieties are a problem. They are a problem for the retail stores. Many companies are spending huge sums to train the men who work behind produce counters, who are becoming fewer and fewer in number, to do the job better. Part of this training is a recognition of varieties and the value of varieties. For example, take the lowly potato. Studies show that varieties of potatoes that are excellent for baking may be decidedly inferior for other ways of preparation. A good buy in potatoes must be guided by the purpose for which

the potatoes will be used. In other produce, there are eating vs. cooking varieties, there are fall vs. winter varieties, and so on. A man who "knows his apples" reported seeing two homemakers at a self-service apple display. One said she wanted apples for pies; the other wanted apples for her children to eat out of hand. The pie maker finally chose Delicious, while the one who wanted eating apples for the children took Staymans. Do you know your apples? The variety problem is difficult.

What is a good buy in canned goods? Extension home demonstration workers have long implored people to read labels and to know can sizes. Most of these workers know that there are 32 sizes of cans and that some fruits in the same size can will be packed in heavy sirup while others will be packed in light sirup. The consumer cannet accurately gauge a good buy without knowing can sizes and without reading the label to find out if the product is packed to suit her needs.

Some consumers are depending more and more upon the store to do the selecting for them. It is true that food chain buyers do sample and test to insure quality, weight, and specifications. The problem is an intricate and difficult one and needs much careful consideration.

What is a good buy in frozen foods? Many customers consider frozen foods as "luxury" items. They probably do not realize that cleaning, trimming, packaging, and other processes, are part of the cost of these items and should, in turn, save money and time in the home. Frozen foods are only 2 percent of the volume of retail stores. Some believe that they may eventually become 5 percent. There is much to learn about the handling of frozen foods. One of the problems is the high cost. Small volume always means higher costs per unit, and the equipment for use with frozen foods is expensive. Display cabinets now being used cost around \$100 per foot. There are also difficulties in handling frozen foods in the home. Many homes apparently do not have facilities for correct handling of frozen foods. This, of course, affects quality and satisfaction with the product. There may be some truth in the report of homemakers who purchase their foods in the afternoon and leave them in a sun-baked car on the street while they spend the afternoon playing bridge. Good handling of frozen foods is a problem to all who are engaged in their production, distribution, and use.

Good buys in food mean the mastery of many details. The homemaker who walks into a huge modern supermarket may be faced with as many as 4,100 items. This number of items, plus the factors on which good buys depend, a few of which have just been reviewed, makes clear the problem. There must be careful organization of material in consumer education or the homemaker can easily become confused and discouraged. A good job can be extremely valuable but a poorly organized job might be worse than none at all. It is not an easy road.

What Does the Homemaker Want in Food Stores?

Again, in food retailing, the homemaker is "boss." What she buys, when she buys, where she buys, and what she is willing to pay, directly affect the retail store, and so the wholesaler and the farmer. In addition to reasonable price, variety of products, a convenient location, and friendly and courteous treatment, the homemaker wants the modern store to be inviting. It must be clean, attractive, and convenient in its physical make-up. In general, the days of sawdust on the floor and the cat sleeping in the prunes are past. To meet

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such demands means a considerable investment. There is a wide range in size of the stores and in the equipment used. Probably a general average for a modern retail store is \$50,000 invested in equipment and merchandise. Obsolescence is a tremendous factor, since what was good just a few months ago is no longer desirable. It is important that consumers know the effect of their demands upon investment and, in turn, the effect upon costs. In these days of talk about what part of business income should go to labor, it is important to know that for each dollar of salary paid per annum to employees, the investment to make the job efficient in chain food stores is around \$1.50. Since salaries vary from section to section, a general average is only an approximation, but somewhere between \$4,000 and \$4,500 is an average investment per employee. Knowledge of such factors helps consumers to understand problems in retailing foods.

Company executives study carefully the investment in a store compared with the possible volume of business to be obtained. How far do consumers want retailers to go in furnishing such items as air conditioning, parking space, comfort, and even beauty, in the stores? Do they want hostesses and nurseries for children? All such developments add to the investment and total costs. Only through a great increase in volume can such features be carried efficiently.

The homemaker wants convenience. Self-service has long been the usual practice in the retailing of "dry" groceries, and the trend is toward more and more self-service. The increase of self-service in both produce and meats is rapid. In many areas, the 100 percent self-service store is gaining in numbers and popularity. Apparently homemakers like the speed, the convenience, the freedom, and the added selection that usually go with self-service operations. One company has told the story of its first day with a 100 percent self-service store in a community that was not accustomed to self-service. Before the day was over, turkeys were in the ham display, hams were in the turkey display, and the store was a "mess." It took the greater part of the first night to reorganize, but in a few days the customers had learned how to shop in this type of store and apparently the great majority liked it.

"Check-out" operations sometimes become a bottleneck in self-service. Retailers are alive to this problem. On February 6 and 7, 150 store operators met in Chicago, some traveling from the west coast, to spend a concentrated 36 hours in exchanging experiences and in developing better methods of meeting check-out problems. Both efficiency and good will are involved at the check-out stand and operators are keenly aware of this. Consumer knowledge and understanding of the problem will help reduce this bottleneck.

Self-service in food retailing is complete democracy in business. The homemaker has a choice of stores -- she can pick the store in which she wishes to shop. She has complete freedom of choice when she is in the store. She can buy or not, just as she chooses. She can make her decisions quickly and easily from an increased selection of items. It is small wonder that self-service is rapidly becoming the usual practice.

Prepackaging

Prepackaging and self-service are inseparably linked in food retailing. How far should prepackaging go? One retailer summarized the cost side by saying "The consumer likes all the ribbons and frills but she does not want to pay for them." His thought was that in such intense competition, the prepackaging cost must be held to a minimum. Items like a grapefruit, a head of lettuce, or a head of cabbage, are natural packages and no costs

should be added, in his opinion. Also, many customers prefer to do much of the packaging of such items as green beans, lima beans, and peas. Other operators, in other areas, think that many consumers are willing to pay for the additional costs of quite fancy prepackaging. There is a difference of opinion among retailers and consumers as to the costs and values of different kinds of prepackaging.

Possibly the most important factor in prepackaging for educators to consider is the consumer's reaction to quality and the difficulties involved. Whether a retail store likes it or not, the store becomes the guarantor of each package. To illustrate: A homemaker can select spinach from a bulk self-service counter, and if she takes home five or six yellow leaves in that which she has chosen, she thinks little or nothing of it. However, if she picks up a prepackaged item and finds upon opening it that there are five or six yellow leaves, the store is to blame for those leaves being there and she feels that the store has cheated her. A store manager told of this early experience with 10-pound consumer sacks of potatoes: The first lot that came to the store was excellent in quality and moved out readily. The second lot started to move readily, but upon examination was found to contain decidedly inferior potatoes. For the rest of the season and, in fact, for a much longer period, the sale of prepackaged potatoes in 10-pound bags was virtually impossible. Some companies describe prepackaged items as "one-chance" items. If each succeeding package is satisfactory, the business grows, but a single bad experience may stop the buying of that item in packages for a long time to come. There is no compromise with quality in prepackaged items in selfservice stores.

A company started prepackaging produce with the belief that producers should do the prepackaging because costs would be lower and transportation would be less. In a few months, the company discontinued this policy and began to prepackage under its own control at a central point. Some of the stores to be serviced were 200 miles distant. After a few months, this plan was discarded because even under its own control, the company could not satisfactorily maintain quality. Today, the company is following the policy of prepackaging in stores that have sufficient volume of business to justify a prepackaging operation; in other stores, all produce is sold in bulk with the consumer doing her own packaging. The quality problem in prepackaging is difficult.

There are successful producer prepackaging operations. Some involve long truck hauls, but they are continuing to operate, apparently with satisfaction. There are also many local instances of close cooperation between producers and retail stores. There is no one "best" way of doing prepackaging. The crux of the problem, however, is quality maintenance and control.

Margins of Retailing

When the margins for retailing food can be reduced, both producer and consumer benefit. Margins are frequently a matter of discussion. The efficient retailer is as anxious as anyone to have the facts known. Many times, only a part of the facts are used in such discussions. For example, last January a washington newspaper carried on the front page a statement that the price of eggs in a certain area was 65 cents a dozen to the consumer. The implications were that this was too high a price and that there was too much spread between this and the producers' price. At the same time, a newspaper advertisement

for the largest company operating in that area gave the price of large, fresh eggs, produced nearby, as 43 cents a dozen. This company has an excellent program for the handling of eggs produced nearby. There are splendid relations between the producers and the company. Producers like the way their eggs are purchased and placed on the market within a few hours. The price of these excellently handled eggs at that time was 43 cents a dozen, making the newspaper reported price more than 50 percent inaccurate for that operation, which is the largest in the territory. Undoubtedly, some eggs were being sold for 65 cents a dozen, but many more were selling at a price closer to 43 cents than to 65 cents. Last summer during the week of the peach campaign, prices were observed in three cities. The highest was 21 cents a pound (in just one instance), and the lowest was 4 and a fraction cents a pound. Indications were that hundreds of bushels of peaches were being sold at the 4 and a fraction cents per pound for each pound sold at 21 cents. A report that peaches were selling at 21 cents a pound would have been accurate for a fraction of 1 percent of all sales. A reported price of around 5 cents a pound would have been accurate for about 75 percent of the volume sold. Educators want and will get all the facts when discussing margins.

Food retailers are proud of the progress that has been made in the first half of this century. Many did away with credit in food retailing, which reduced one of the costs. Open pricing started, with the same price to all and all to see the price. Delivery, to a large extent, disappeared, which meant reduced costs. Self-service has appreciably reduced over-all costs. At the beginning of the century, 40 to 45 cents of each dollar spent by the consumer for food was used to pay the costs of retailing. In 1949, a survey of a group of stores showed that only 17 cents of the consumer's dollar was going for the costs of retailing, and of this, only 1.2 cents was going for profits. A well-known retail food executive forecasts that margins in this decade -- the 1950's -- will be between 12 and 15 percent, over-all, and the net 1 percent. Since 1900, there have been tremendous improvements in the stores themselves -- the equipment, the practices, the efficiency with which the consumer can buy, and the quality and packaging of the food. This great improvement is the result of competitive, free enterprise, battling it out to please the "boss," Madam Consumer. It is what can be expected from the free enterprise system.

Flexible Margins

An illustration of alertness and flexibility has particular value to those who believe that margins should be fixed. There have been some who have suggested fixed margins as an improvement in the marketing system. The following happenings could not have taken place under a system of controls and inflexibility: Last October, the price of eggs to producers dropped, in most markets, 4 cents a dozen on October 24, again on October 25, and again on October 26. October 26 was on Wednesday and many telephone calls were received indicating trouble in the producers' market. Some of these calls implied that the difficulty was that retail stores were not lowering their prices in line with falling prices in the producer market. A check proved that this was not true in the larger companies where specialized buyers of poultry and eggs were on the job. They adjusted their prices, usually within 24 hours of the adjustment in the producer price. The next day, Thursday, October 27, one of the largest operators in the Washington area carried an advertisement in the afternoon papers stating that their best grade of eggs was now on sale at 18 cents

a dozen less than the price of last week. On Friday, October 28, a man was seen pushing his glider in a retail store with one hand while studying a grocery list in the other hand -- evidently given him by his wife. He came to the egg display, took off a dozen eggs -- probably the quantity called for on the list -- then looked again at the price of the eggs and the price on his list. He then took two more dozens of eggs. A large volume of eggs was moved that weekend and the market straightened out the following week. It takes real alertness and great flexibility to produce such quick action and obtain such results. This illustration is an excellent background for the producer-consumer campaign.

Producer-Consumer Campaigns

Since 1936, the National Association of Food Chains has demonstrated that producer-consumer campaigns can markedly increase the movement of foods. Many times these campaigns have brought to the attention of consumers, through advertising and other promotion, the fact that a product is plentiful and a good consumer value. The increased sales have benefited producers by relieving the market of heavy supplies, have benefited consumers by increasing their purchases at a time when the product was at peak quality and at best value, and have benefited retailers by increasing the volume of business. These campaigns are dependent upon requests from producers for assistance, supported by facts which demonstrate that help is needed. Persons working in consumer education are surely interested in this type of free enterprise merchandising, which has relieved many a difficult situation.

Newspaper Advertising Valuable

Miss Loa Davis, speaking before the National Peach Council last February 21, defined education as: "The learning that takes place when the information is needed." The consumer needs information when she buys food for her family. She must make decisions with her three budgets in mind -- her money budget, her time budget, and her nutritional budget. One of the chief sources of information for her is the newspaper advertisements of retail food companies. Experienced men will tell you that there are four time-honored fundamentals in food advertising: (1) Advertise seasonal items, (2) advertise items in abundant supply, (3) advertise attractive prices, and (4) advertise lines that are important as traffic builders. Such advertising is helpful to all three budgets. The foods are abundant, they are economical buys, and are usually at their nutritional best.

The man responsible for one of the largest fresh fruit and vegetable retail operations in the country recently stated that the seasonal changes in the supplies of the various products were his bible. "Then they are in heavy supply, you can be sure we will be in there pitching," he said. Many farm products have a marked and highly regular seasonal variation in the supplies coming onto the market. The point is that retail food advertising in newspapers will push these products most when they are in great supply, and so are a source of valuable information to Her Majesty, the consumer, and to all who would help her in her decisions.

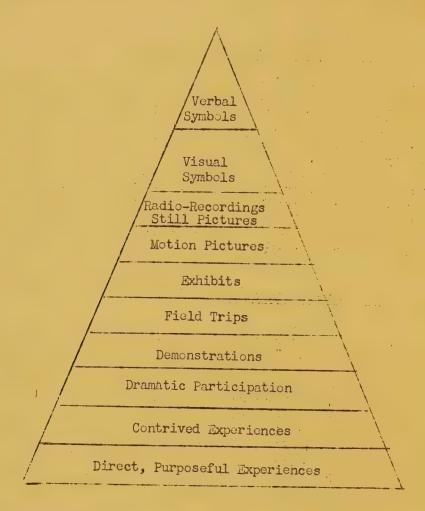
On the Team

If the job of education in food buying is to be done well, there must be cooperation among producers, wholesalers, retailers, consumers, and educators. They must all be on the same team.

THIS IS HOW WE DO IT

Loa Davis

Those of us who are working in consumer education in marketing are confronted with the problem of getting information to many people quickly. Research shows us that many methods and visual aids are essential as people learn in different ways.



THE "CONE OF EXPERIENCE" described in the book: AUDIO-VISUAL METHODS OF TEACHING by EDGAR DALE (chapter IV). The Dryden Press, 386 Fourth Avenue, New York, 1946

Dale's cone is a visual aid to explain the interrelationships of the various types of audio visual materials, as well as their individual positions in the learning process. It consists of ten bands. Each band represents a stage between the two extremes — between direct purposeful experience at the base of the cone and pure abstraction at the top of the cone.

Direct, purposeful experiences

The base of the cone represents first-hand experience. It is tangible. It is at this stage that the learner takes action. The bottom band then is the most concrete of all our visual teaching methods. Here is the result demonstration we have used so effectively. The participating method demonstrations are a means of direct experience. Learners learn by doing.

We may help a woman plan a food budget or teach the buying of apples by buying apples.

"Kitchen Conference" is what one adult education group calls the individual visit to a home, and is a very effective method of teaching but a slow one.

This band constitutes the base of the cone for it is in reality the basis of effective learning. But life cannot always be lived on this direct concrete level.

Contrived Experiences

The next band on the cone is contrived experiences. Sometimes this method is the expedient one to use, so we use models instead of the real thing. A model is a miniature or replica of the real thing.

From a set of dairy council food models a leader may select the green and yellow vegetables from the "other" vegetables, and by so doing learn that head lettuce and corn are neither green nor yellow. She may be told and she may read, but I am sure the idea will clinch itself in her mind when she is faced with making the selection.

A salad already made up for use in a vegetable buying demonstration eliminates detail of food preparation in that meeting. Time may then be spent on selection of the vegetables for quality. This model eliminates unnecessary detail. It emphasizes the key points. We are not teaching preparation. We are teaching selection.

Dramatic Participation

There are a great many things we cannot possibly experience at first hand. Life is too short. Restrictions of time and place make it impossible for any one of us to experience directly much of what we need to know if we are to be educated.

We cannot experience something that has already happened. So, in school, children re-live Daniel Boone and pioneers by assuming the roles of these characters in a pageant.

We use skits to put over our teaching; for example, a skit on taking care of groceries upon arrival at home.

- Act I Mrs. Efficiency puts hers away.

 Mrs. Careless leaves hers in sack while she answers telephone,
 runs off on an errand, and is stopped by a neighbor.
- Act II Dinner time this evening and the difference in the dinners as a result of the practices in taking care of food.

Role playing as a part of discussion fits in here. Another example of role playing is the demonstration on buying to be given by Mr. Fred Cole. There is a distinction between participating in a dramatization and watching it. Both experiences can be fruitful, but a person who plays a part in a dramatic reconstruction gets closer to the direct experience than a person who merely looks on.

Summary of first three stages

The three stages that we have discussed so far involve doing. In these three stages the learner is not a spectator but a participant. In the next five stages on the cone, the learner is an observer.

He no longer participates actively with responsibility for the outcome. He merely watches. But as we pointed out earlier, audio visual materials often blend into one another and interlap.

Demonstrations

A demonstration is another means whereby people can see how certain things are done. We demonstrate how to buy a head of cabbage, or how to refrigerate vegetables to conserve their food value and quality.

The demonstration may require nothing more than observation on the part of the person watching. Demonstrations are more helpful if they include telling, showing, and doing. If the observer is asked to do what he has just observed, then the demonstration becomes a direct experience.

Field Trips

In tours or field trips we see results. A field trip helps us to see what someone else has done or is doing - such as a visit to the spinach packaging plant that is arranged for us tomorrow. If we get beyond the observation and discuss with the people there the quality of the product, the advantages of marketing it this way, the field trip or tour gains in directness. When participation can be combined with observation, the field trip becomes more meaningful.

Exhibits

Exhibits are graphic representations, a group of materials planned to show something, but on a more artificial basis than field trips and demonstrations. They are more effective if they include motion, and appeal to other senses - touch, taste, and smell. Exhibits are to be seen, not read.

Exhibits teach good standards. The more life-like and life-size, the more meaningful they usually are.

Motion Pictures

Motion pictures show pictures of someone doing the job. Motion pictures are effective because they can show a long period of time (a life cycle), and can compress space. You can see any and all areas of the world at one sitting.

We are not participants in the event; we are merely watching - seeing other people doing things. Motion pictures present an abstact version of the real event with consequent losses as well as gains. It may be easier to understand than a more direct experience.

The motion picture can also dramatize events so effectively that we feel as though we are present at the reality itself. Motion pictures are most effective if the person in charge first acquaints the observer with the points to be brought out in the picture - shows the picture; finally discusses the points with the observer.

Radio-Recordings-Still Pictures

These are one-dimensional devices and appeal to only one sense. They need to be related to other experiences and concepts to be meaningful. Film strips, slides, photographs, materials roughly classified as "one-dimensional," are less vivid but less expensive methods of what the moving pictures present on a large scale.

The Household Finance Corporation has a series of 5 film strip lectures to teach wise spending of the food dollar. You will recall that I said that the first 3 stages involve "doing." These 5 stages involve observing. Here the learner is an observer even though some participation may be added as we have pointed out.

As we reach large numbers of people as most of us in our programs must do in order to be effective, we probably use more of this group than the first - but an interplay of both.

Visual Symbols

Here all the teaching materials are the seeing kind. They include charts, graphs, and maps. They should be ample in size, geared to the level of the people, and include only one central idea. Here we no longer have the realistic thing itself, but an abstract representation. We have our written materials, bulletins, leaflets, and circular letters, food news to homemakers, marketing bulletins to agents, to leaders, etc.

Here we no longer deal with reality but with substitutes. We communicate with visual symbols. Symbols as a dollar sign for money will often assist a person to understand an idea. Only the simplest kind of visual symbols are usually understood by a cross-section audience. This flannelgraph of Dale's cone is a visual symbol. The Basic 7 chart is another.

Verbal Symbols

Here are the telling methods. These include reading, writing, and speaking. These are our final stages on the cone - designations that have no resemblance to the objects or ideas for which they stand. Appearances have been removed from the original. The term "bib lettuce" does not look like the lettuce to which Mrs. Kelley introduced me last week.

A verbal symbol stands for a concrete object - like kale; for an idea -

like crispness; for a concept - like economy; for a scientific principle - like the point of diminishing returns, or any other representation of experience that can be classified in some verbal symbolism.

To make talking more concrete we use visual symbols, such as graphs, charts, or examples of direct experience, which bring visual symbols down the cone to the more concrete.

"The cone, of course, is merely an aid to understanding this subject. It is not a mechanically flawless diagram but something to help explain the relationship of the various types of sensory materials, as they move from direct experience to the most abstract kind of learning. These bands on the cone, of course, interlap and frequently blend into one another. The cone as a whole conveniently subdivides into three major groups:

	Direct experiences	TUAOTAE DOTING
(2)	Contrived experiences)in order of de-
(3)	Dramatic participation	creasing directness
(4)	Demonstrations	
(5)	Field trips)involve OBSERVING
(6)	Exhibits) in order of de-
(7)	Motion pictures	creasing directness
(8)	Radio, Recordings	
	Still Pictures	
	*	
(9)	Visual symbols) involve SYMBOLIZING
	Verbal symbols) in order of increasing
	·	abstractness" *

* - taken from "Audio-Visual Aids in Teaching" by Edgar Dale.

(1) Direct evneriences

We hope the work groups will help us to apply Dale's cone to the new field of teaching experience they are going through - that of reaching great numbers of people but never forgetting the individual.

Examples of the methods discussed were given in brief talks which are summarized in the following paragraphs:

HOW TO DO CONSUMER ADUCATION WORK THROUGH HOME DEMONSTRATION AGENTS

Mary Wood

In Up-State New York 47 counties and 3 cities have home demonstration programs. We work with these agents to find out what kind of food marketing information they need and how they use it. We need to know to what use it is to be put in order to know in what form it will be of the most help to them. Agents often want help in localizing this material. Those who use food marketing information successfully are the ones who localize it. They also are the ones who have established good relations with the local foods editors and radio people. Market trips for agents and their executive committees have been helpful in acquainting them with local problems.

CONSUMER EDUCATION ON THE RADIO

Mary Bodwell

Our radio scripts are mimeographed and sent out to all county agents, home demonstration agents, and others who have requested them. Most of our scripts include the following, but not always in this sequence:

- 1. Some history of the commodity, using Lyman Carrier's book, "Beginnings of Agriculture in America," and the National Geographic Magazine, August 1949.
- 2. On the value of the food we use "Food Products," by Sherman.
- 3. On how valuable it is to Michigan, using Michigan crop reports.
- 4. Source where it is grown in the U.S. and where in Michigan.
- 5. The marketing period quality, grades, and varieties available.
- 6. How to buy the commodity using "Food Buying in our Markets."
 "Consumption of Food in the U.S. 1909-48."
- 7. Food values.
- 8. Something on care and use. No recipes are used.

PUBLIC RELATIONS IN A CITY

Russell Hawes

Public relations is no mysterious process. It is not a job that can be established overnight. We establish good relations by having a real job to do and then doing it well - with the help and backing of many people. When relations are good we are in a position to influence public opinion.

Quoting from our recent report: "The object of this consumer education program is to assist the wholesale and retail trade in preventing and/or removing 'gluts' of perishable foodstuff in the markets, through calling to the attention of consumers the need and desirability of increasing their purchases of those commodities needing marketing assistance, to help consumers in stretching their food dollars, and to help the producer by marketing any surplus. This work has been carried out this year through the use of (1) point of sale consumer information (2) radio scripts (3) press releases (4) demonstrations (5) regularly issued retail market reports."

NATIONAL APPLE WEEK CAMPAIGN

Virginia Sherburne

I will use our National Apple Week as an example of how we carry on a city campaign. The mayor proclaimed a national apple week. Sometimes we have the governor declare a national apple week in the State. We had the radio stations give away apples on their audience participation programs. The food editors at the stations worked this out. We made arrangements with the wholesalers in the market to donate apples. The wholesaler delivered the apples to the station. Our part was to start the idea, make arrangements and write the thank-you letters afterwards.

The annual Baltimore food show was held the same week. Several of the stations broadcast from the stage of the armory where the food show was held. We saw to it that apples were featured. We contacted the persons whose windows would make good display points and set up our own displays. We also contacted department stores, asking them to use the theme in their windows. Some of the restaurants used our poster; some mentioned that it was apple week on their menus. Others used placards in their booths. We sent special notices to all the newspapers and played up the week in our regular releases. They have just put radios in the busses in Baltimore. They announced that it was national apple week. Since that time we have a two-minute spot, 3 times a week on the buss radios. We offer pamphlets in our news releases. Most of our campaigns follow somewhat the same patterns.

FILING MATERIAL FOR CONSUMER EDUCATION IN MARKETING

Mildred Smith

I keep my files by subject matter. I set up three series of files. The ones I use the most are those that begin with apples and go down through the alphabet of commodities.

I prepared a form "Information for Connecticut Consumers" and sent one for each commodity to the State Department of Farms and Markets. The forms included items on production, varieties, market season, chief characteristics, qualities to look for, grades, areas of production in Connecticut, competing areas of production, source of products out of season. They filled this form out for me on about 35 commodities. In each commodity folder I have one of those sets. I also have the information from the PMA Fruit and Vegetable Buying Guide.

These commodity files are getting thicker all the time, but I don't mind if they contain all the material on the subject that I have in my office.

On the cover of each folder we note the date when that commodity is written about in our weekly release (in addition to dates the commodity is mentioned in other releases, such as those from Boston and NYC).

The Department of Farms and Markets gets out a wholesale list of jobbers prices, 3 days a week. We chart these prices, possibly every Wednesday. I do not use those definite prices in talking to consumers, but over a period of years I can tell when the plentiful seasons are coming. It helps me to plan

in advance.

Another set of charts I keep in the files which are distinctly historical are BLS statistics... retail prices in cities. These trends in retail prices for the last 3 years help me.

As in all filing systems, you will find the most used sources of infortion on top of my desk.

BUILDING THE WEEKLY BULLETIN

Carlton E. Wright

The weekly Food Marketing Bulletin in the New York Metropolitan area office serves as a fundamental source of information for those charged with getting food and marketing information to the people. Every effort is made to make the Bulletin as complete, timely, and accurate as possible.

In deciding the topic or contents each week several factors are given consideration. These include, among others, season, supply, price, merchandising dates, program of the agencies, special commodity developments or special holiday seasons. Changes are made in long time plans as current situations develop.

Information for the Bulletin is secured from many sources. Reports — daily, weekly, monthly, or periodically — are most valuable. These come from city, county, state, and national sources of both private and public agencies. Federal Departments and State College and experiment stations are valuable sources of information. Telehpone conversations with county agents, market people, and others bring in last minute information. Correspondence is very helpful on a longer time basis. Personal visits to markets and meetings are valuable. Books, bulletins, and periodicals of all kinds are useful. Research results are incorporated when possible.

The Bulletin is assembled in accordance with a long time schedule and current changes based on numerous conferences in the office and elsewhere. Copy is prepared in the economics and the home economics areas. The two are then combined into one. Last minute additions, changes and corrections give the current information. The Bulletin material is prepared Friday, edited and changed on Monday, and mailed Monday p.m. This permits its use in the press in the middle of the week, which seems desirable.

Emphasis is placed on certain parts of the Bulletin in accordance with its significance. Sometimes price or supply, sometimes selection, care or use get the feature attention. The pattern is kept flexible to permit new ideas or new information being included.

USE OF RECORDINGS IN THE MARKET AREA

Carmen Sánchez

I have been asked to talk to you about one of the methods used in Puerto Rico to carry necessary information to consumers. This is, the use of educational recordings in market places.

When our program began we looked for every possible way by which we could reach the public. We wanted a method that could reach as many consumers as possible at the same time. This brought the idea of using records and loud speakers in our program. These records served several purposes. In the first place, information could be given to consumers right from the information centers established in the municipality of Rio Piedras, where loud speakers and records were used for the first time in our consumer education program. Second, and very important, these same records can be used too in other information centers which are being organized in other Extension Service districts, as in the information recorded we do not mention such facts as names of towns or specific places where information centers are located. So, they can be used anywhere in the Island.

Looking for the effectiveness of these records, the information prepared to be recorded was strictly revised and corrected by the different specialists dealing with food products so as to give the most exact and useful information to consumers about availability of agricultural products, wise selection of food products and their nutritional value.

This method has proved to be very effective. The information carried to consumers has helped us to get the public familiarized with the consumer education program of the Agricultural Extension Service.

The use of records has proved also to be of great help to the person in charge of the information center. While this person is giving a method demonstration to a group visiting the information center, records are played carrying the same information to the public buying in the market place. This is, the record gives information about the product used in the method demonstration. In fact, the records complete the method demonstration giving a clear and exact information to consumers about the product in season being used.

Maybe it will be hard for you to believe that at first the information given by means of records caused a great deal of excitement in the market place. This was due to the fact that consumers for many years had wrong ideas about food buying and they were astonished to hear new information about the selection of certain products. In order to be more specific, I will let you know about an incident with alligator pears or avocados:

For many years the Puerto Rican consumer had believed that ripened avocados were those whose seeds move when shaken. When they heard our information that the movement of the seed of an avocado when shaken is not a sign of ripeness, they thought we were wrong. Many consumers and salesmen came immediately to the information center asking about this. We proved that we were right by showing them some varieties of avocados which being green the seeds moved when the fruit was shaken.

Another incident was that of a lady who was buying tomatoes for a salad. I must say first that in our market places there is no classification of agricultural products yet. We will have it soon as the Extension Service now has a group of special marketing agents who are in charge of food classification among other things. Due to this there is a selling and buying of unclassified products in our market places. As I was saying, when this certain lady went to buy the tomatoes, she asked the salesman to let her select them according to the information she was hearing. The salesman told her that he had bought them unclassified and that she had to buy them the same way. She refused to buy them and went to another shop whose owner was more pleasing to this customer.

As you see, we could get an idea of the effectiveness of the records. Consumers made use of the information for the selection of their food products.

Since the radio uses constant repetition in its commercial advertising so that radio hearers finally believe the article advertised is good, we think that records played over and over carrying useful information will suit our purpose in consumer education.

MERCHANT PARTICIPATION IN CONSUMER EDUCATION

L. C. Mills, Produce Manager, Steiden Stores

Our business is highly competitive. We have to give Mrs. Homemaker the best buy for her money. We try to help her to buy wisely. We centered our attention in our own way on advertising, methods of getting our story across without much help in individual situations. We have had over-all coverage. The USDA passing along information on supplies, and asking our assistance by putting better merchandising principles in practices.

Then we got into the situation where we found the program here in Louisville, where home economists and a group of extension workers would be working very closely with us. And it was at that point that we decided to take a particular stand in consumer education. Prior to that we had taken a middle-of-the-road policy. We now have a broad course.

There are three points on which I want to speak.

I. Our program prior to the planned course we are now using.

We did not have direct contact with either extension workers or people who were meeting homemakers in clubs. We set up certain policies other than the information we got from national sources. We tried to govern our local situation. It has been our policy to work as close to the source of supply as possible.

II. What happened directly to us as operators, and my opinion of what has happened to homemakers in this area since we have had the opportunity to work with people in extension work.

III. What I think can be done to increase our ability here, what can be done in other areas like Louisville, based on what we have done here.

I

The policy of our business has been a very low profit policy. We cannot work on a basis of a sale today and a sale next week, with a profit on the sale to operate the business. Our advertising is based on the theme "You save a little every day on everything you buy." We hope to pass on some to Mrs. Consumer, so that the money she has to spend will go farther. Everyone who is a reputable operator is taking this same attitude. We encourage the shopper to come in the first part of the week. Our personnel work better and serve better; it gives better turnover of perishable merchandise.

Another policy we follow is policy of national brands — known, tested, proven items. Mrs. Consumer's money is spent with us to get the most possible for the money. We want to give value received.

Who brought that on? I insist it was by mutual agreement between the produce, the retailer, and Mrs. Homemaker herself.

By stressing always quality at the right price we feel we are helping successfully Mrs. Homemaker to Buy Wise.

What has been done by Extension Service and the home economist here. That is something I think will be closer to all of you here. I don't know how close you people have gone into the source of supply or to the man in the middle such as I. I know you work in agriculture on the condition, quality, and abundance of crops, and work with the homemaker.

Here we have gone from the grower to consumer level. Our first project here was on sweetpotatoes, Nancy Hall. The farmers and the growers like that variety but the market is not good. Dr. Phillips asked my cooperation in an experiment on sweetpotatoes in the store. We found that pricing higher the scarcer item and pricing lower the abundant item, with equal display advantages, we found the people want what they want and expect us to get it.

We will pay more for what the customer wants and the customer is willing to pay more. And we find we can bring it to her with little more cost than the item she would not buy.

Following that we did an experiment on sweet corn. They like in this section field corn at a certain tender stage, rather than well-known varieties of sweet corn. The farmers were growing field corn for the double use. We put the sweet corn in the stores. We in the store got educated along the facts of the nutritive value of corn, and the consumer also learned, and was induced into trying sweet corn. It doubled our sales of yellow corn shortly after the experiment was tried. Some people are still insisting on the use of the white corn but in all more corn is being sold. The consumer learned that she liked the yellow corn better than the old white field corn she had known since childhood.

(Potato experiment too, as example.)

We experimented also with tomatoes. We would like to go into that farther if it is agreeable to extension. Marketing tomatoes pink rather than ripening them as they go along, or they don't ripen enough and get to the homemaker in a green condition. We have found that by proper care by the producer, proper packing, the tomato could be put in the retail market and brought to the housewife with little loss to anyone concerned. We proved that a better buy may cost the housewife a little more money at the store, but is better than if she buys cheap and carries it home and has to throw some away.

As to actual contact of homemakers by Mrs. Kelley, when we were first confronted with the program as she handles it, some operators took a little mercenary attitude — what's in it for us? We were trying to get costs down and the message to the consumer as economically as possible to increase the efficiency of our operation. That was only a passing thought of any of us involved. I realized we were getting into something that was as near something for nothing as we could get.

Information is all we have to contribute. We did not expect it was going to do anything particularly for us except what we had been floundering around trying to do. We have advertising 6 times a week, trying to tell the reader that these are good buys. But it does not have the personal touch as when someone addresses a homemakers' club or gives a demonstration. We have gone through a series of crop situations or market situations. Last fall the apple situation was one of the most talked about over-production, abundant supply of any item we have had in a long time. We talked to various people in extension work about it. What can we do?

We don't know what we can do. Not only our local crop here, but we passed on information after the local abundant crop was over, to the National Association of Food Chains, so that they could see what we had done to establish a precedent. Our direct contact with the people here was handled in this way. We had a meeting of growers. They asked what we could do. I set up specifications I wanted the grower to follow. I did not want any of his cull apples. We wanted only the finest quality. We made our arrangements with the fallers growing the various varieties. We had the assistance of Mrs. Kelley. She passed the information on in recipes, methods of use, and prepared for us certain recipes and leaflets which we could pass out in our stored. We have tried to develop a specific place in the store for the "buy wise" information. We have managed to put a supply of the leaflets near the item to which they are related and also at the checkout stand lane for Mrs. Consumer. We feel in some cases they do considerable good. She comes back looking for the item next time, if she hasn't already gotten it when she goes through checkout.

We make mistakes. Once I had an abundant supply of dried fruits after the normal selling season for dried fruits. It is our policy to reduce price and take our beating early. Mrs. helley went to bat for us, nelping with recipes and suggestions. We did the advertising of the reduced price. We had 3 months' supply on hand for our normal rate of movement and in approximately 4 weeks we were out of supply at some stores, moving it from one to the other, and by 5 weeks were out of the business. We broke even. It was a case of fine quality product over-buying. We acted as quickly as possible. We moved quickly and brought ourselves to a point where we wanted to get out and would have taken a loss if necessary. As a whole it was no loss to anyone involved.

III

We have been in this long enough, our direct local contact with the Extension Service and the homemakers, so that we can map our plans of what we are going to do from here out. We have finally reached some conclusions.

1. Continue just as we are doing.

I am sold on the direct contact with the homemaker, through her radio while she's working at home. I think our contact...we have proved that our contact has been well worth while by the requests that have come in to the office, requesting further information about what they have heard on the radio or in answer to a radio article. We have had customers come to the store asking for leaflets put out by Mrs. Kelley. We are glad to do that. Our situation is being put to Mrs. Homemaker in the right light, come to us and we will help your food dollar go farther.

- 2. I think we should perhaps publish more information down the lines; as we learn what the consumer wants, revise our procedure, and educate the producer what the consumer wants. It's being done to an extent now. Example of local father and son team growing and packaging their own greens, and also asking about what quantity of corn they should grow.
- 3. Also, I think there is a place for you people who understand the fact that certain items on the farm, in the orchard, in the henhouse cannot reach the consumer's table until something has been done to them. Everyone reads the local market quotations. They call in my office asking about the price of them in the stores. The person asking is not aware of what transpires. I feel the consumer

could in some way be told a little more about what happens in this area. The processing involved, to tell her we are not trying to fleece the public when the market quotation and the retail price are so widely separated.

- 4. Also, I think you could help us who are trying to do a good job of retailing that the dollar sign does not mean everything. That the price tag is not everything. The governing factor is quality at the right price. She should read the label; she ought to see what she is getting for her money. I think there is room for further education in getting everyone who is a homemaker aware of the fact that quality and price count, not the price only.
- 5. Also, another point where we can help you and you can help us in consumer education is if you learn things in your own community, get to your merchant, tell him what your problems are. A grocer wants to be cooperative and does not often get the chance to hear from her what the homemaker wants. We have to be able to fit the consumer's needs in order to survive.

In summing up, I would like to say that I am very unaware of how much of the type of work done here is being done elsewhere. If it is not being done elsewhere, you people have a wide open field in educating the homemaker in how to "buy wise." In any community the merchant will be glad to cooperate with you. If it were not for Mrs. Consumer he would not be in business.

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PUBLIC RELATIONS IN CONSUMER EDUCATION

Harold K. Schellenger, Director, Public Relations

Admittedly, I do not come before you today as an expert on Consumer Education. The very fact, however, that I make no claims to intimate knowledge in that field may make me more helpful to you. At least I would hope that this will be the case.

All of us, I fear, lean too much toward specialization these days. Most of our contacts and most of our conversations are with people doing the same kind of work and speaking the same kind of language that we do. This tends to close our minds and our thinking to developments in other areas which may suggest weaknesses and strengths in our own activities. I therefore present to you today the benefit of experiences and observations, not in Consumer Education, but in Public Lelations and Publicity for a considerable variety of educational and business organizations.

As I understand it, Consumer Education is relatively new to the Extension Service and almost completely new to many of you as individuals. This may well be to your advantage since by a careful consideration now you may be able to avoid many pitfalls.

First of all, I believe we should have a clear understanding of what is meant by Public Melations. Despite the apparent clarity of those two simple words, there is still a general confusion of the terms Public Relations and Publicity.

Many scholarly definitions of Public Relations have been presented in recent years, but my favorite is the very simple expression that "Public Relations means being good and then being sure you get credit for it." The first part of that expression implies a good, well-planned program to start with. The second phase, that of getting deserved credit, is the Publicity part of "Public Relations." You will note that Publicity thus becomes only a tool in the Public Relations program. All about us, of course, we see examples of institutions and individuals placing primary emphasis on Publicity, with little concern for the worth of the item to be publicized. However, it should be obvious that one can deceive the public through glowing Publicity for only so long. If the intrinsic worth is not there, the deception will be discovered and the perpetrator will certainly suffer in public esteem.

A first essential then is to develop a good program in which you thoroughly believe and which you can offer to others with an enthusiasm and confidence that will be contagious. But it should also be understood that a good program is not enough. You and your staff are the salesman, and the manner in which you conduct yourselves and present your case will be equally important. Many a sale of good products such as you have to offer is lost because of personal deficiencies of one kind or another in the salesman.

After establishing the fact that you have a good program and realizing the importance of your role as salesman, we will then need to turn our attention to the prospect.

Certainly you will want to think in terms of the general public in your particular community. That, however, is not enough. Within this general public are various sub-publics having special interests or potential interests in what you offer. It this point we bring into play what we in Public Melations call the shotgun and rifle techniques. The former is directed toward the public at large in the hope that some of the pellets will find a fruitful lodging place; the rifle technique becomes involved when we isolate certain segments of the public as special targets calling for more direct aim.

I would suggest as a start for your thinking perhaps four of these specialized publics as follows: (1) Merchants; (2) Nomen; (3) Men; (4) Young People.

These are not listed in order of importance and as you give thought to your particular local situation you will want to make changes and additions. You may wonder at my inclusion of merchants as one important segment deserving special attention. It is my conviction that business men are likely to look with suspicion on consumer organizations until they are convinced that there are no selfish interests hidden in the background. Some merchants, I believe, feel that some consumer groups are opposed to advertising and that a primary purpose is to promote sales of unknown and unadvertised products at the expense of the so-called name brands. I am sure you do not approach your educational activities with any such bias, and it would be well for you to take the merchants into your confidence in the very beginning in order that they will have a complete understanding of your program and your objectives.

Women loom large in your efforts because of the well-known fact that they do most of the buying. Men may not be important as buyers, but they nevertheless deserve consideration as one of the sub-publics who need a considerable degree of education on products they use -- regardless of who makes the purchase. They at least pay most of the bills!

I list young people because, first, they have considerable influence on the purchases of their parents and also because of the obvious fact that large numbers of them graduate into the adult public every year. By starting their education early you will make your job progressively easier.

A next consideration is that of where to do your selling. Obviously you cannot depend on reaching the members of your publics one individual at a time, and you will need to get them in groups so far as possible. Your approaches, therefore, may be through groups already organized or those which may be brought together especially for your purpose.

In most cities you will find some local center such as a Chamber of Commerce or a Council of Social Agencies which has a list of the existing organizations in the city or town. These will run into surprising numbers, Among the readymade groups which you will discover are:

- (1) General women's clubs
- (2) Church groups
- (3) Parental interest organizations such as those in child welfare and PTA

(4) Auxiliaries of lodges, labor groups, etc.

(5) Agricultural groups such as Grange, Farm Bureau, etc.

Many of these also will have young people's affiliates such as you will find in churches, schools, and also such organizations as Girl Scouts, Campfire Girls, 4-H Clubs, etc.

Now we move on to a consideration of the media by which you may do the selling job. The principal media would include:

- (1) Personal contact
- (2) Telephone
- (3) Correspondence

(4) Publicity

Under Publicity we may list such agencies as (a) newspapers; (b) printed pamphlets and posters; (c) radio and television; (d) movies, slides and slide films; (e) displays.

Now, let's go back to a little more detailed consideration of these points, thinking first of personal contacts.

It would seem to me quite helpful to establish for your program an advisory committee which would include certain representatives of the various publics you are attempting to reach. Such individuals might help you, first, to formulate a program suitable for the particular community; second, to keep you constantly informed of reactions and dangers in their particular areas; and finally, through their knowledge of what you are doing, to help sell your program.

One of the principal means of promotion through personal contact is that of a Speakers' Bureau. This may be a little difficult to get started at first, but it will gain momentum steadily. In the list of organizations previously suggested you will have names and addresses to which information about the availability of speakers may be directed through post card or otherwise.

It goes without saying that you should have a good story to tell and be sure that you are presenting it in a way which will appeal. Here your role as a salesman becomes all important. You by all means should try to put yourself in the place of the audience, with due consideration for the fact that what the audience ought to know should be tempered by thought to what the audience wants to know. It is easy for a person to become so enthusiastic over his activity that he takes too much for granted in presenting it.

In a few moments I will take up the subject of Publicity, but it may be well to anticipate a bit at this point by suggesting the important role press and radio notices play in the operation of a Speakers' Bureau. On any given day in any city of size there are numerous program chairmen thinking about speakers for their next meetings. They will read the papers carefully for suggestions of persons who might be available for their own groups. I know from personal experience on this point that any press mention of a talk I am giving is almost certain to result in one or two other requests. Consequently, it would be well to see to it that you receive adequate Publicity both before and after an engagement:

I might also add that a note of appreciation from you to your host after such a talk will be well received and it will also serve the purpose of putting your name and address on permanent record for the benefit of any other person or group inquiring about speakers.

A second means of contact which I have mentioned is that of the telephone. It should go without saying that anyone in a public position such as yours, endeavoring to sell a commodity like yours, needs to be courteous to all callers. when the telephone rings one never can tell who is on the other end of the line and what his mission is. Such a caller should be given the benefit of the doubt at least until his desires become known.

Correspondence I have mentioned as a third phase of Public Telations. Certainly your replies should be prompt, responsive, and cordial. You should remember always that your letters are YOU to the persons receiving them, and you should always want to be at your best in this means of public contact.

And now we turn to the subject of Publicity, which so often is erroneously assumed to be the whole of Public Relations.

Publicity practices is a subject deserving of a talk in itself, and in my time today I can do no more than scratch the surface. I would suggest that each of you obtain a handbook on this subject and study it with care. One of the most recent is a book entitled "College Publicity Manual" published by Harpers at \$3.00. While the material is directed primarily at college publicists, you also are in the educational field and most of the information will be helpful to you. If on examining the volume you should discover my name as one of the score of contributors, please draw no false conclusions. I receive no payment or royalty of any kind from it.

Let's consider first the subject of the newspapers which provide the most obvious and perhaps the most important Publicity medium. My first suggestion is that you make a thorough study of your local newspapers and then go in for a talk with the city editor, the woman's page editor, and any other departmental people who seem to have a relationship to what you are doing and wanting to do. I am sure that with few exceptions they will be helpful to you, and I assure you that any real news arising from your activities will be welcome.

It should be remembered at all times that editors are looking for news rather than personal comments. They write their own editorials, consequently that type of material from you is not welcome.

You will discover also that the largest measure of Publicity goes to those who help themselves. You cannot expect any newspaper to send reporters regularly to find out what you are doing. This means that you must carry the ball and take the initiative in keeping papers informed.

When you are planning an activity prepare a Publicity plan well in advance. Such planning usually will result in several stories instead of one or none. For example, a given meeting might be the basis of these stories: (1) A preliminary announcement giving details as to time and place; (2) Announcement of committees working on the project; (3) Biographical material and photograph of your principal speaker; (4) Distinguished guests coming for the event; (5) A report of the meeting available for publication in the next edition after the affair is held. This may involve securing an advance copy of any manuscript to be given so that the newspapers may have it even while the talk is going on.

You will notice that metropolitan newspapers have several departments, and those should be utilized to the utmost. There are business columns, women's pages, food pages, etc. In addition to the metropolitan papers, there are numerous other publications in most of your areas, including suburban or neighborhood papers, the county or rural papers, racial publications, etc. All of these are good outlets for you and usually they are read more thoroughly than the many-page dailies.

In your Publicity you will also want to think constantly of photo possibilities. One photograph of some of your clients doing something illustrative of your work is worth a column of text on the same subject.

Then there are pamphlets and other printed matter. Before obtaining any such publications it would be well for you to know in advance what you are going to do with them. I presume that many offices such as yours have shelves full of old literature never used because there was no preliminary plan for its constructive use.

You will want also so far as it is in your power to see that any pamphlets you issue are lively and readable. This is a quality not always found in government publications.

After newspapers and printed matter comes radio as an important outlet for your story. Here a warning may be in order — stay off the radio if you haven't something good to offer. A poor radio broadcast may do much to kill interest in your activities. I am sure many of you know from personal observation that talks on specialized subjects rate quite low in public interest. Dialogues and interviews are much better.

In planning radio you have two possibilities. First is the very difficult one of setting up special programs; the other, which is much easier, is that of arranging appearances on established programs such as all radio stations have. These same warnings and opportunities presented for radio also extend to television. In many communities television stations are still anxious to establish themselves in the public interest, and they also have a more flexible time situation. As in the case of newspapers, I suggest that you make the acquaintance of your radio and television managers and get the benefit of their help and experience in solving your problems.

All of us know the importance given to visual education these days, and this brings a thought to the possibility of the use of movies, slides, and slide films in your work. Such material should be carefully chosen because here again a poor presentation is worse than none at all.

From time to time you will have the opportunity for exhibits. Perhaps there are show windows in your city business district which local firms make available for that purpose. It may be also that some of your department stones have special facilities for presentations of this kind. You may find numerous opportunities to add interest to exhibits by arranging "tie-ins" with local organizations, such as using Girl Scouts, Boy Scouts, and other groups as part of the show.

These suggestions are by no means exhaustive. The manual referred to earlier has chapters on almost every phase I have mentioned this afternoon.

I cannot emphasize too strongly that what you do will determine very largely the extent of the audience you reach. The speeches you make to small groups may be even much larger audiences through reports published in newspapers or carried on the radio. The exhibit you set up for one group may be the basis for a photograph which will reach many thousands.

As you plan your activities it is quite proper that you should think also of little devices which will add to the Publicity value. A series of talks before some group on the subject of Consumer Education can result in only so much Publicity Presentation at the close of a certificate to those who have sat through your lectures and demonstrations will add another touch resulting in still more Publicity and give a personal note to the venture.

You will need at all times to be an opportunist ready to take advantage of any local situations which may be adapted to your benefits. A 50th Anniversary of some woman's group, or a Centennial for a city itself might well be the excuse for an exhibit showing progress in consumer materials.

You have a big responsibility and a big opportunity. You will need all the help you can muster to live up to those responsibilities and that opportunity. A thorough-going Public Relations and Publicity program will help you do the job.

TELEVISION AN EXTENSION METHOD

Dr. Barnard Joy

Is television the atom bomb of Extension education?

It is obvious to all of you that television is a new method in our kit of tools. Extension has had several new tools in the last forty years. One is the automobile. Certainly radio has been one. Motion pictures, particularly the sound movie, has been another. Television, also, is a new tool. Is its position in extension education going to be as important as the atom bomb's is in modern warfare?

No one expects the atom bomb to replace other weapons. Our situation from the standpoint of the tools we can use is similar. It is also similar in that a general in a given wartime situation seldom depends on a single weapon and seldom uses all possible weapons in reaching a particular objective. The uses a combination appropriate to the situation. I think that we should look at our weapons in relation to particular situations and choose those which are appropriate.

We need to choose our tools to meet the particular situation with which we are confronted. We know a few things about our tools and a few tests that we can apply to determine what is appropriate in a situation.

It takes a variety of tools if we are going to put a piece of information across. Unless people receive a message in 5, 6, or 7 ways, we are not likely to get acceptance of the practice recommended. Television, therefore, will be one of several tools we may use in reaching an objective. It and each of our other tools should be examined in the light of three questions.

First, does the method lend itself to the subject matter to be taught?

Second, is the method appropriate in terms of the number of people we are trying to influence?

Third, what is the cost in time and money of using a particular means of putting our message across? Some of our methods are expensive in different ways than others. Personal visits are expensive of our time. Meetings take time. Leaflets may be expensive in out-of-pocket cost for material and labor. The expenses involved in using television need to be compared with the expense of getting the same results with other methods.

I hope we will apply some of these criteria to the medium we have at hand this evening.

I think we have an all-star cast this evening. I am happy to introduce the first speaker. Television as a technique involves considerable expense and also "know-how." Mr. Speece has been trying to get just as much of that "know-how" as possible so that he can pass it on to us.

TELEVISION RESEARCH

Maynard Speece

Asking about television is very much like saying, "Tell me what's in the dictionary?" First of all, we should take into account the rapid growth in the development of television. When I started in 1948, there were 17 stations on the air and 4 hundred thousand sets. There are now 101 stations, and over a million sets in New York along. Television is show-balling in its progress. Most of you can recall what radio was like when it started. When television came along we had something to compare it with as a standard of quality. Most of it was pretty sad, and is still pretty sad. They were in financial trouble getting started. Because their costs were more or less fixed from the standpoint of investment, and operating cost from the standpoint of technical help was fixed, the only way they could save money was in programming. Programs have suffered. The people who went into television were misfits from other places. It is not surprising that program quality suffered.

Most of this growth, we must remember, has been in the last two or three years. Considering that, television has made phenomenal progress.

Television has four limitations: time and sound, space and sight.

Every program has to start on such and such a second and finish on the dot. You have a minimum amount of time for preparation and rehearsal. From the standpoint of limitation of time you have for preparing and rehearsing, there is a problem. Sound is a limitation from the standpoint of where you can pick up voices in the studio. Sight is the biggest problem, depending largely upon lighting. The background, the clothes you wear, the colors—you have to be able to get separation between various items. In addition, things become distorted from the space relationships before the camera.

Budget and personnel are also limitations.

Taking up the steps in programming, first you have to consider the television station. Not all are alike, from the standpoint of facilities and equipment, the personnel, what they expect you to contribute. The first thing for you to do is to get acquainted with the people who run the station. See the program director. He will tell you how they operate and what they expect you to do. Most do not have camera rehearsals. That means you have to do your rehearsal outside the studio. In addition to limitations on equipment, property and scenery, you will have to depend on them for advice and they are generous with that. They will, as a matter of fact, be of considerable help to you.

The producer, or director, as the case may be, is your main help. We think of the man at the station as the director; the man who gets the program materials, props, etc., together is the producer.

Your next consideration is the talent you have available to do the job. Talent is a tough thing. We can't tell you what would be successful as "talent" but they have to have some spark, some flair for showmanship, a certain warmth, sincerity, and naturalness, and enthusiasm. You have to compete with all the distractions in the home. You have to plan your program so that it has some attention material. You have to let your imagination run loose and to hold

attention after you get it. We think of television as an emotional medium. Motion is a quick way to get emotion which gets attention.

There are some kinds of subject matter that lend themselves more easily to television than others. The subject matter should be of interest to the audience you have available at the time of your program. You have to consider the kind of competition at the time of your program. Television's greatest impression so far is in the night-time radio programs—in which case radio will probably throw its good programs to daytime, which will mean competition for you, and probably your program will not get into the 7:00 p.m. television realm.

Subject matter should be appealing to the audience, it should be the kind of subject matter that they can do something about. For example, we worked out a program with OFAR--a little picture story of the countries Dr. Mitchell had been in, and the things he had seen. After the program, when we talked it over, someone questioned: "That's fine, but what can the audience do about it?" It did not have any call for action.

The visual aids you use will be another source of concern for you. The visual aids available at the department and in the land-grant colleges are not suitable for television.

In the RMA project on which I am working, we have covered four different fields--programming, motion pictures, visual aids, and package goods. We are now entering another phase of experimentation, wherein we will test the things we think we know, testing by audience reaction, to back up what we think we know.

In addition to visual aids, you need to worry a little about script. You have to provide the director with a description of the action that takes place, a general idea of the kind of story you are going to tell so that he can help you tell it effectively.

You need to worry about title cards and credits for opening the show. You need to worry about "red threads" you run through your show. Also about the balance of oral and visual content. It has been my experience that the eye tires more quickly than the ear. You have to balance between the oral and visual and provide a rest period playing one up and the other down. People would not be conscious of why they were tired but it would be because of this.

Now these are the things we've considered: the station, its equipment, personnel, policies, talent, subject matter, time for story conferences, visual aids, script, titles and credits, "red thread", time of day, length of program, frequency of program, format, a balance of visual to oral composition, the audience and its characteristics. That may sound complicated.

Extension people are accustomed to giving demonstrations. Television is a demonstration medium. It has been said radio is people as we would like to have then; motion pictures are people as we wish they were; and television is people as they are. That's why you are more than half prepared to do television now if you have had experience in demonstrations. The how-to-do-it lends itself very well. You don't have to keep up a rapid fire of oral content. It is a relaxed informal easy-going thing. That, too, you should consider.

These are some of the points you should keep in mind and things you should look for in the demonstration we are going to have tonight:

Orientation at the beginning of the program.

The kind of subject matter, visual aids, and props.

The movements that are really as a subject matter.

The movements that are made; movements should be selective, calculated, positive, should contribute to telling of the story.

People can tell when you know and when you don't know. On television you have to know.

You have to be yourself, natural and honest with the audience.
Watch for the relative order of sight, motion, and sound. Television is sight, motion, and sound—in that order of importance.
Color is important. You need color to get separation of objects.
The response the camera makes to various colors is important.

I have tried to show you that television is not the glamorous thing most people consider it to be. If you have the ability to do a good demonstration, you are 75 percent prepared to do a television program. You can reach a lot of people you can't reach in any other way.

I had a hard time adjusting to the concern for the consumer. I like the reference made here to the balanced program on production, distribution, and utilization. We have now gotten into the utilization end. That was the purpose of the Research and Marketing Act, which put up the money for this television project. We have the hope that the work we have done in experimental television can be passed on to you and save you some of our mistakes. The only way you can learn is to get in there and get your feet wet. It isn't difficult.

R. M. A. RESEARCH OF INTEREST TO THIS GROUP

Dr. Louise Stanley

Director Munson, in describing the responsibilities of an extension marketing program on Monday, pointed out that it served producers, handlers, and consumers of agricultural products. By far the largest group served are the consumers, which, of course, means every single one of us. At the same time, this group is least well organized, least well informed, and least vocal, but is beginning to make itself heard. It is important for all concerned producers, distributors, as well as consumers - that attention be given to the needs and education of this latter group.

There is an increasing amount of consumer education; much of it is disinterested but the picture is confused by the emphasis in advertising and
special-interest publicity on particular products out of their setting in relation to other factors in the budget or the diet. Persons concerned with the
balance of a total agricultural program are in the best position to give an
integrated educational program in choice of food for good nutrition, into which
the teachings of special-interest groups can be fitted.

You who work directly with consumers know best the problems they face and the information you require to help homemakers buy the family food, taking into consideration, on the one hand, family resources in time and money, and on the other, market supplies, quality, and price. I am here to explore with you available sources of this information and to indicate how this is being supplemented by research under the Research and Marketing Act. This will help me carry back to our organization some facts about your problems, the need for available information, and ways in which results of research can be channeled more directly to you.

Your panels seem to be agreed that the purpose of this consumer education program, as it relates to food buying, is (1) to make available to homemakers information that will guide them in buying food products to get maximum value in terms of family needs and satisfactions for the time and money spent, and (2) to give homemakers an understanding of the costs involved in the production, processing, distribution, and marketing of these products.

In order to serve consumers effectively, you need facts that may be grouped under five general headings:

- 1. Market information, including up to the minute facts on market supplies available, the source, varieties, quality, and retail price.
- 2. Information to guide choice, including understanding of grade and label marking, recognition of quality factors in ungraded products, varieties and qualities best adapted to particular uses, relation of quality and grade to price and use, relation of price to the contribution food makes to the nutrients required for good nutrition.
- 3. Home care and utilization of food, including information on planning family meals that provide in adequate amounts the food

groups containing the nutrients needed by the family, methods of handling these foods in the home to maintain quality, methods of proparation and use to yield maximum satisfaction, and methods of home preservation.

- 4. Information on factors entering into the retail prices of commodities, including production costs, processing, storage, and distribution.
- 5. Effect of Federal, State, and local laws and ordinances on quality, supply, and price of commodities.

Reports from the States indicated varying emphases on the different parts of the problem, but through all your reports there was an emphasis on need for (1) more complete information on market supplies, qualities, and price, (2) more information on varieties, geographic source, season, and best uses for different varieties and grades, (3) need for accurate information about foods and human nutrition requirements stated in simple terms, (4) meaning of grades, and information on qualities to look for when grade marks are lacking, (5) suitable uses for different qualities and grades, methods of preparation, recipes, and menus.

There are many sources of this information. Among these the U. S. Department of Agriculture and the State experiment stations are most important. The Fish and Wildlife Service of the Department of the Interior, and various regional trade groups dealing with fish, supply valuable information on that commodity. The Burcau of Labor Statistics supplies price data showing trends in retail prices; State college and university studies and studies by trade groups and private laboratories may supply useful information.

But I am to discuss with you research under the Research and Marketing Act. Funds available under RMA have served to increase the amount of research and stimulate research needed as a basis for improved use and distribution of agricultural products.

In general, RMA studies have sharpened the recognition of the fact that goods are produced for consumption and that the better the fit in kind and amounts we have between production and consumption the better served are the interests of both producers and consumers. While there is still far to go, a beginning has been made on adapting kinds and amounts of food crops to consumer needs and preferences.

RMA has stimulated cooperation between agencies in the Department and between subject-matter fields within agencies at both Federal and State levels. The Department of Agriculture has always encouraged cooperation. To improve cooperation within the Department, the scientific research Bureaus were brought together in 1941 to form the ARA. The Administrator of this agency has worked with the Bureau chiefs in the development of general research policies. While specific project proposals originate in the Bureaus, final approval rests with the Administrator. When cooperation with another agency seems desirable, this is called to the attention of the originating Bureau. Conferences between workers in a common field have been encouraged.

Certain provisions written into the Research and Marketing Act have strengthened the cooperation between the Department and the States. Certain

Federal funds under this Act can be spent only on studies in cooperation with States, and certain State funds are earmarked for cooperation between States on studies of regional problems. Since August 1949, the administration of RMA projects has been merged with that of the research projects financed from regular funds under an enlarged staff combining the RMA administrative staff with that of ARA.

To appreciate the amount of research under way under this agency, one needs to visit the central project file. In this visible file are 5" x 8" cards containing the title of every project under study, its objective and plan of work, the originating agency, the location, and any cooperating agencies. The 3100 projects in this file represent the bulk of the Department's research in the natural science field. All RMA projects are listed in this file. In it one can locate the work under way by subject-matter field or by agency. Annual reports indicate progress.

Cooperation among research groups has permitted a broader approach to many problems. The necessity for adjustment to other going programs wears off rough edges, enlarges the point of view. Many studies financed by RMA have made rapid progress because of results of earlier work in USDA or the State stations. In turn, RMA studies have made it possible to test out under field conditions information available from earlier studies of the Department and State stations.

Title II of the Marketing Act makes possible the provision of service and education to State agencies. Under this title, as you know, State extension services are carrying to States improved marketing methods, faciliticand equipment, and are conducting the educational and demonstrational work in marketing and consumer education we have been discussing this week.

The establishment, under the Act, of committees to advise with the Secretary and other Department officials on the development of this new program has been a forward step. A general policy committee originally established to advise with the Secretary on RMA, is now giving general policy advice on the total research program of the Department. This elevan-man committee represents broad agricultural, marketing, and public welfare interests. Nutrition is represented by Dr. King of the Nutrition Foundation.

A committee of experiment station workers including directors and specialists in different subject-matter fields advises on the cooperative regional projects. This is known as the "Committee of Nine." One woman, Dr. Agnes Fay Morgan, has been an effective member of this group.

There is a committee on marketing from the State experiment stations. Its purpose is to work with the Office of Experiment Stations in the development of a cooperative marketing program with the States. Consumer interests are well represented on this committee by Dorothy Dickins of Mississippi.

There is a series of commodity and functional committees on projects in special fields. These committees, with representation from producers and distributors, as well as technical workers, have been useful in pointing out gaps in available information and have proposed new studies and new slants in existing studies. The specialist is sometimes too close to the problem to get a good perspective of it. Personally, I believe a consumer representative on most of these would be desirable. Some have been appointed. After

all, the consumer, when she buys or does not buy, determines the success or failure of both production and marketing programs. Sometimes the way she buys influences quality. Consumer representation on these committees would bring into consideration the consumer slant on the problem. Such a representative in turn can report back to consumer-educators the types of information available from past and new studies and advise in analysis and in publicizing results.

Now I should like to explore briefly some lines of research under way which should supply some of the information you need. Time will not permit any detailed listing of projects.

Several of you indicated difficulty in obtaining the retail market news so important as a basis for your program. This may be a regional, State, or local problem. PMA has a project exploring the need for and possibilities of developing useful retail market news service. The results of this study should be helpful to the agency from which you must obtain timely market information.

Results of studies on varieties of fruits and vegetables have been published from time to time. The work to date is summarized in a Fruit and Vegetable Buying Guide for Consumers, USDA Miscellaneous Publication 167. Apples and potatoes are being studied and as new varieties of fruits and vegetables are being developed their use-value will be studied. For the work on potatoes see Bibliographical Bulletin No. 11, from BPISAE, U. S. Department of Agriculture. This bulletin was prepared under an RMA project.

Grades and standards are being re-studied for consistency and extent to which they are stated in terms of consumer interest. These studies are being made under the regular program of FMA supplemented by RMA.

The commodity branches of PMA are increasingly making use of home economists to work with them in the development of standards that reflect the interests of consumers. These specialists prepare releases interpreting this material to consumers.

There are 21 RMA projects under way on development and improvement of grades and standards. Six are of most interest to this group. Four of these have to do with grades for processed fruits and vegetables, meats, peanuts, fresh fruits and vegetables, and tree nuts, and two general studies are concerned with the adequacy of existing grades and standards and the yields and grades of processed fruits and vegetables prepared from known grades of raw material.

There is a series (six) of regional marketing studies undertaken by various Bureaus in cooperation with experiment stations on a regional basis. These have to do with determining consumer buying behavior in terms of kinds, qualities, and methods of packaging and other services desired for meat, fresh fruits and vegetables, potatoes, citrus fruits, poultry and eggs, and dairy products.

These are supplemented by four studies of containers and methods of packaging under PMA. "Containers in Common Use for Fresh Fruits and Vegetables," F.B.2013, is just off the press. The results from studies of prepackaging perishable horticultural products and meat and poultry products will be of interest to you as they become available. Some findings have appeared in releases.

An important area of study has to do with improved handling of food crops on the farm, in transit, and in market channels. Among these are studies to increase the efficiency of the market process by use of labor-saving equipment to cut cost of handling and refrigeration to maintain quality. Precooling on the farm, maintaining correct temperature and humidity in transit, and keeping cool and moist in the market have been shown to increase markedly the time fruits and vegetables will retain good quality. The same general rules for care apply to home storage.

If agriculture is to provide foods that will maintain supplies for adequate diets, those who are concerned with purchasing, distributing, and using food products need to know the requirements of a good diet in terms of nutrients, what foods supply these nutrients, and the satisfactory household use of new foods and new varieties of usual food, different qualities of plentiful foods, and existing food habits in different areas as affected by income and family size. To provide this information, there are four RMA projects under way, some of which are in cooperation with the State experiment stations.

Results from the study of uses of different qualities of basic foods in plentiful supply have been issued in news releases from time to time. Some are incorporated in "Family Fare," a new bulletin of the Bureau of Human Nutrition and Home Economics. The new leaflet on home uses of non-fat dried milk solids will be useful in areas where this product is available. The data on food composition are to be incorporated in a new bulletin on food composition now in preparation. There have been some sixteen processed reports from the studies of current dietary habits of urban families. These indicate food expenditures by food groups and the adequacy of the supplies in terms of nutrients. Commodity summaries have been prepared based on these data. The results from these and projects supported from other funds furnished the basic information for a paper on "Trends in Food Consumption" presented by Dr. Stiebling at the American Dietetics Association meeting in December.

These data show that available food supplies have improved, nutritionally speaking, over the years. They show that "Our 1949 food supply if shared in accordance with need and used with discrimination could give everyone in this country a diet that would meet recommended dietary allowances." But foods are not distributed in accordance with need. The dietary studies show that while diets at all income levels are improved, some families in all income groups do not obtain the recommended amounts of important nutrients, due to poor choices among the food groups. Even in the higher income groups, there may be too little calcium, thiamine, riboflavin, and ascorbic acid. At the lowest income levels, family diets tend to be short in Vitamin A, protein, and iron, in addition to the above-named nutrients, due to lack of purchasing power as well as to poor choice. The less there is to spend for food, the more difficult the choice. These findings emphasize the importance of your job.

These data indicate the need for more milk solids in the diet - all forms as well as fluid milk - more meat, poultry and fish, more dried peas and beans, more whole grain or enriched grain products, and more fruits and vegetables of all kinds. Especially important with low-income groups is emphasis on the use of lower grades of nourishing foods. A price differential on the basis of grade helps to channel desirable foods to low-income families. This requires education in selection and use of these foods. Whether it is meats, eggs, asparagus, or apples, the lower grades can contribute to the improvement of the diets of families in the lower income brackets and at the same time add their part to the returns of the producer.

Some needed foods can be sold more cheaply in different forms. Fluid milk is very perishable and expensive to distribute. Non-fat milk solids are less costly to distribute and, used in food preparation, could become a valuable source of protein, calcium, and riboflavin at low cost. So be prepared to help low-income consumers choose the food that will give the most in nutrients at the price these consumers can pay.

I have just touched the high spots and have limited myself to the work in the USDA. There are available many research facts from other laboratories which should be of interest to you.

The need seems to be for some plan by which the available information can be evaluated and brought together in a form useful to this group. Such ananalysis would indicate the gaps, the points to be emphasized in studies under way, and new areas needing study. Such an outling would also supply a framework for the insertion of new facts as they come from the laboratories.

Results from the USDA laboratories should reach you fairly promptly in the form of processed news releases. Appropriate filing of the news releases would make this information immediately available to you. Later this information is brought into the series of technical and popular publications. Summary publications comparable to the one on potatoes referred to above would be useful.

In all cases these facts must be adapted to the local situation. In doing this, make greater use of resident departments in your colleges and universities. Classes in experimental cookery can test or develop recipes for you and give them local flavor. After all, these girls are potential consumers and consumer-educators. While getting help you can stimulate a training job. Where graduate divisions are maintained, suggest subjects and areas needing study. These students can help in the collection of subject matter in a given field and in its analysis in terms of the local situation.

Remember, we in Washington are there to serve you. Miss Loa Davis in the Extension Service and Mrs. Irene Wolgamot in the Bureau of Human Nutrition and Home Economics; and we in ARA invite you when you next come to Washington to come in to see our project file and discuss your problems with our staff.

TWO YEARS IN CONSUMER MARKETING

Lorraine S. Houlihan

Mr. Dixon has asked me to talk briefly with you this morning about some of the developments I have seen in the Consumer Education program during the time I have worked with the Food Marketing Service in the regional office in New York City, and about some of the future developments as I have visualized them. Since I am one of the "old-timers" in the work, and since I am about to leave the Extension Service and get on the other side of the fence as a consumer, I am glad to have this opportunity to share with you the experiences I have had and some of the things I have learned.

As you know, the regional office of the Food Marketing Service was opened in July, 1948, with Carlton Wright and myself working on the program. The area designated as comprising the region includes the five boroughs of Greater New York, nine counties in New York State, three in Connecticut, and four counties and the city of Patterson in New Jersey. This makes up what is called the Metropolitan Area. The population is approximately 12 millions. Our job was to reach as many of these people as possible with food marketing information as outlined in the objectives of the program. The objectives have been stated here this week and I shall not re-state them. Suffice it to say, 12 millions looked like a lot of people to us. It still does.

For the sake of brevity and orderliness, I have outlined what seem to me the significant parts of our program, the steps we have taken, and the results we have seen.

1. The first point I should like to make is this: I believe that those of us who started out in teams, an agricultural economist and a home economist working together, are the fortunate ones. This combination of effort, knowledge, and viewpoint, gives a breadth and scope to the program that, it seems to me, would not be possible in a situation where either one or the other worked alone.

Carlton and I decided very early in the game that in order to best accomplish our goals, we would make every effort to work closely as a team. I'm proud to say we feel we have succeeded. It has meant keeping each other informed through frequent conferences. It has meant, too, developing the

ability to see beyond our respective training and point of view into that of the other. Many times this required long hours of talk, exploration, and I might add, patience. However, we have both felt such discussions were worthwhile because eventually we emerged with something that was satisfying to both of us and beneficial to the program.

2. Once established as a team with a definite purpose in mind, our next decision was how best to go about the business at hand. We realized that of ourselves we would be less than a voice in the wilderness. We realized, too, that even though we had something we knew to be valuable, people were not going to miraculously come flocking to us in search of it. Our first job, then, was clearly in the field of public relations, establishing contact with the people who could and would use our material effectively.

We set out to do this through letters, telephone calls, and personal visits. We found that personal visits are the most effective. Our list included food editors of the city papers and of magazines, radio people, heads of city agencies - both public and private - the Board of Education, home economists in the universities and colleges, unions, industrial firms, and many others who work with consumers.

The enthusiasm with which our service was received rather overwhelmed us. As we tried to analyze this reaction to the food marketing information we were offering, several facts seemed to stand out. I think they are worth passing on to you as possible helps in the field of public relations.

First, we believed in the program we were trying to establish. It's a well known fact you can't sell what you don't believe in. And we may as well admit it - it is necessary in the first place to sell the idea of a service such as ours. Once the original sale is made, high standards, a careful regard for accuracy, and reliability will keep it sold.

We found, too, that everywhere we went the Extension Service and the State Colleges are held in great respect. As their representatives, we were accorded every courtesy and consideration. It seems to me that this is worth remembering - the organization we represent is far bigger than any one or two of us, and it is that which gives our programs weight and stability. To that end, promotion of the program as a definite part of the Extension Service is most desirable.

Another fact worthy of note is this: the people whose cooperation we sought were quick to see how our services might help them to do their own jobs better and more effectively. There, perhaps, is one of the major keys in good public relations - let those with whom you would work feel you are helping them. In reality you are. It is their job to give accurate information. We can furnish it to them. And tied in with this is the policy of letting them know when they have helped you. A brief note of thanks usually pays off a hundredfold in good will. As a concrete example of that, let me cite this incident. As a matter of courtesy we have always written a note of appreciation to editors when they offer our leaflets for distribution. Not too

long ago, one of the food editors of a New York City paper said to me, "You'll never know how much I appreciate your thanking me for the publicity I give your leaflets. So few people ever bother to do it." I tell you that only to show how important the everyday courtesies can be in keeping your relations with others on a high plane.

Just one or two other points in this field of public relations that we have found helpful. Meeping up a relationship once it is established is a good idea. We do it by calls or visits or letters. Making every effort to be helpful when called on for help, is another way of cementing relationships. Sometimes this means scurrying around to find the answer to a technical question; sometimes it only means confirming what you've already said or done. Whatever it is, giving time and effort to it is worthwhile.

Serving on committees in the city or region often means the opening of new doors to your program. Keeping your eyes and ears alert to new leads is, we've found, no small part of the job.

Above all, being reliable and accurate and maintaining high standards is essential to keeping faith with those who use your material.

- 3. The third point on my list has to do with what groups we wanted to reach. The answer, obviously, was all groups, regardless of income, education, national or racial background. But there the simplicity ended. If we were to do an effective job of education, we realized that each group must be reached in the language it understands and at its own level. This indicated that our job was to find out what people want in the way of information, and then to get it to the people who could in turn interpret it to those with whom they work. Thus, our weekly Food Marketing Bulletin goes to the editor who interprets for her particular readers, to the social worker who passes the information on to her clients, to industrial firms where perhaps it is used in the house organ, and so on down the line. This, of course, leads right back to the importance of establishing relations with leaders of many groups.
- 4. So far I have mentioned only the activities in New York City. In the counties and surrounding cities where there are Extension agents we rely on them for the dissemination of our material. We have tried to help the agents to see that food marketing is not a new and isolated program, but rather a new and more concentrated approach to solving the problems they have already been working on. It is our hope that agents and their county committees will see where, rather than being an added burden, this work fits into and entriches their already existing programs.

In order to make the information meaningful in each locality, we have put a good deal of emphasis on the need for localizing material before it is released. The agents do this with their wholesale and retail merchants and the county agent. Many of the agents now have weekly food marketing columns and radio programs. Some of them are holding consumer meetings in which producers, merchants, homemakers, and specialists participate.

5. As to methods, my fifth point, you can see we depend a great deal on mass media. We do hold some consumer meetings. One type is the Brides School conducted twice a year. This is a series of four meetings, usually held for two different groups of about 200. These have been most successful and we al-

ways have a long waiting list for the next session. We also accept engagements to speak to members of clubs and organizations. Most of these engagements are made for us by the Herald Tribune Club Service Bureau where we are listed. While only a relatively small number of people are reached in this direct way, it does help us to keep our feet on the ground and find out what the homemaker is thinking. It also publicizes the program.

And here I'd like to mention a problem I'm sure you all face - that of deciding where and how best to spend your time. There is no stock answer, of course. When we find ourselves faced with too many things to do, we try to select those that seem most important and far-reaching in the long run. Then we set about doing them in the best manner possible. This may mean fewer things done, but it can mean that those things are well done and a credit to the Extension Service. Our team work helps out here, too. When I am busy with the Brides School, Carlton carries the heaviest load on the weekly Bulletin; when he is busy with other meetings, I take the greater share of responsibility for the Bulletin.

6. The last of my points is this - we have found it is important to maintain a close working relationship with the Agricultural Economics and Home Economics staffs at Cornell. Their help and advice has helped us over many rough spots. This is true also of the people with whom we work in Connecticut and New Jersey. Mr. Dixon and his staff, too, have given us the benefit of their counsel and guidance.

As to what I see ahead in this field, the vision seems to have no limits. We have something that concerns all people. We have the backing of a reliable and respected organization. We have a philosophy you can't beat — that of helping people to help themselves. We recognize the challenge in the job, and so will successfully carry it forward.

We are limited only by lack of personnel and funds. With more trained workers on the job, there are endless channels to explore and use. Greater use of mass media of all kinds, the comparatively new field of television, radio, training leaders for other agencies, visual aids developed and available for use by others; more meetings of different kinds with consumers—these are just some of the things my crystal ball parades before my wondering eyes. I shall, you know, watch with keen interest every step forward, and I shall always feel privileged to have been an Extension worker who had a part in the beginnings of this program.

-79-CONFERENCE SUMMARY

Frances Scudder

We have had three excellent summaries this morning in terms of scope and experience; of resources; and of how to get the job done.

To summarize the conference itself — it has been good; it has been stimulating; it has been reassuring.

There has been commonness of purpose in the group. We want the consumer education program in marketing to be a good program. We want to know how to work effectively. There has been within the group, including speakers and resource people, a wide variety of experience. We have worked through to a better understanding of the program.

Three things I have taken for granted in this summary: (1) You have heard what was said and can read what will be reported. There is no need to go over the many helpful talks and demonstrations. (2) You might like someone to express appreciation for this conference; for the privilege of having it, for a conference with the outstanding speakers and significant contributions from the States, and to the Kentucky staff for "the many small things well done."

(3) "Too much rain or too much sun, Never a day pleased everyone." Every item on the program has been mentioned by someone as specifically helpful. Some of us turned cold at some of the things that were said. A plan that could not possibly work in my situation, for example, is working very well somewhere else. We have come to accept that local situations can govern policy and scope of this program as well as content.

We have had two sets of criteria at this conference against which we can check our progress this week: Miss Davis' ten effective teaching methods, and Mr. Schellenger's criteria of a good job.

I believe that we are perfectly aware, if we stop to think of it, that we have been worked on this week in terms of effective method. We have been trained. We have learned by participation, by observation, and by visual and verbal symbols. The same material was presented many ways to call it to our attention.

Mr. Schellenger set up some criteria which we might consider in looking at our job. He commented that we may be prone to meet with people like us. We have, in this conference, had enough unlikeness to be stimulating; to open up the conception of what a marketing program can be. Le have not followed all of the unlikeness easily nor made as much use of it as of the more familiar material, but I am confident this has broadened our thinking.

We have a good program in terms of what we have developed so far. We have emphasized supply and utilization of food. Those are consumer wants, consumer interests. Consumer satisfaction influences what is chosen or what is not. We have recognized time, money, nutrition, satisfaction as factors which influence consumer choices.

We have given less attention to education concerning the marketing system, what makes price, and decision making in the light of its social significance. There are reasons for this. Helatively few consumers are now ready for this kind of information. We started where most of the people were. We need to move into a second phase in our educational program.

In the beginning some of us were not familiar with some of the facts we normally associate with agricultural economics and some lacked knowledge of the place in this program for home economics. We have to have time to be sure we know the facts and the resources.

According to Mr. Schellenger, we must have a good program and we need to be enthusiastic about it. There is obvious enthusiasm among us.

We generate enthusiasm for the program and we can obtain the cooperation of others <u>if</u> we honestly want the help of others; that is, <u>if</u> we believe an over-all effort, which is harder to direct, is more effective than the effort of one group.

We have grown this week in the concept of our "prospects." We are more specific in our thought of the producers, the handlers, and the consumers with whom we can work.

We know better how to reach them through greater coordination, better planning, and new media.

In summary, we might also look at what has happened to us as a group this week. Where were we when we came? We were two years old. We were not quite aware of our full objective nor fully appreciative of the progress which has been made in two years. There was some experience which had been written down in reports. There was some thought that marketing was a departmentalized job. There were some fears. One fear was that our various points of view might not all be understood. I think we have done a tremendous amount of clarification on that. Basically we were thinking alike, but in different words and from different experiences.

What progress have we made this week?

We came here with many agreements — that the program was educational, that there were lots of problems, that it was a tremendous job. Most disagreements were in terms of the extent of the program, where the emphasis belonged or on some specific.

Group I agreed on what the job was. The differences in the group scemed to be about the degree to which we use nutrition in the program and the relation—ship of the marketing program to production. In Group II there was agreement on the many problems of consumers, the big job and need for research; disagreement was on emphasis. In methods it was perfectly clear that there are many types of information needed, that the whole educational job is a two-way program with the flow of information between many groups, back and forth. The lack of agreement was whether our efforts are aimed at the abundant commodities or whether we should work from the point of view of the consumer.

As one would expect, comments from the group have changed during the week.

Monday's program widened our vision, pointing out almost limitless possibilities in the program. On Wednesday we began to move into specifics. To quote from the survey of participants, "Reports of actual experience were helpful."
"We learned that television has a place." "Mr. Mills' interest and attitude could be that of every food handler if we do a good job of public relations." On Thursday the highlights reported were: "The value of talking to individuals."
"The interest and unity of group was outstanding and important." On Friday, "the thing that has been most impressive is the way in which consumer problems have

been presented and the consumer education program has been defined in terms of these problems." "The reaction on the part of the agricultural economics groups, home economics group, and others that this work cannot be considered an 'exclusive pet project' of any one group; and the recognition that methods play a big part in this type of work where large numbers of people must be reached. It looks as if there will be a great deal of coordination of thinking and methods of approach result from this conference."

What has happened to us here? Putting the comments together, it seems that:

- (1) We have gained a sense of direction.
- (2) We have broader vision in relation to resources, possible new angles of approach, and our own programs.
- (3) We have reassurance. There are things we have not thought of to do, but we have made tremendous progress in two years.

It was not said often but must be assumed that the program of consumer education in marketing will be sparked by the marketing personnel.

What has come out of this conference?

Recognition that a successful program for consumer education in marketing will:

- (1) Be built on the promise that our purpose is to help others to help themselves.
- (2) Recognize that we are dealing with attitudes and feelings of people as well as with facts.
- (3) Have a plotted course, using many methods to achieve the goal.
- (4) Be localized. We have not stressed the word too much, but it must constantly be recognized as a key factor in our success.
- (5) Emphasis on the need for and the proven effectiveness of coordination within our own group, with producers, handlers and consumers, and with the groups who are in a position to disseminate information.
- (6) Be built on teamwork which recognizes that the training and experience of many departments need to be brought together. This has come out over and over. The need for teamwork is based on the knowledge that there is fundamental information and experience from many areas which is needed for a successful program. Very few people have had opportunity to acquire it all. This conference opened with several statements of appreciation for what the women can contribute. I, of course, am glad that this is so, but none of us means other than women's experience and point of view along with that of men. Together we have the ability to make a great contribution in this vast and important field of consumer education in marketing.

PUTTING IDEAS TO WORK

L. A. Bevan

The marketing of food products has always had a fascination for me. On the market much action takes place and the quick movement of supplies is seen. It has an appeal to the senses - sight, sound and smell. It deals with a major human want, food, and we begin to relate the value of good food to health. When food marketing is considered as supplying a vital part of the family's needs, we are all concerned.

When a person gets interested in something and he gets an idea about it, then action takes place. Watch a person who is intensely interested in a subject and see him get an idea and then observe that he is not satisfied until he tries it out. Preliminary to getting action is rousing interest, and it has been very evident that this conference rates high in that respect. One of the outstanding accomplishments this week has been the broadening of our conception of the opportunity this program offers and the much more unified viewpoint we have at the close of this conference than when we started. We have arrived at what I would term "a meeting of minds" as to objectives and suitable methods to be followed. There has also been a realization, in developing this consumer marketing educational program, that all the groups concerned should be given the facts and that those carrying on the work are not promoting the interests of any particular group.

Increase in Urban Population

A concept of the extent and value of the program can be realized if we examine what has happened to the shifts in population since Extension was established in 1914. Since then the rural population has increased by three million, but the urban population has increased by ten times that number. In 1915, the rural population exceeded the urban population, but today the urban population is 50 percent greater than the rural.

There is a tremendous latent interest in this food subject. Food is enjoyed as well as consumed to satisfy hunger. One-third of the average family income is spent for food. Is there not a real contribution which the Extension Service can make in connection with this whole food situation? In addition to becoming interested in this subject ourselves, we have to transfer some of this interest to other Extension workers and other groups. One of the essentials in doing this is to have a clear statement of our objectives. This has been expressed in the report of Group One: "consumer education is one part of an Extension marketing program designed to assist the consumer as well as the producer and handler. It is an educational job and should go beyond the furnishing of information and aim at improving practices in consumer buying as well as improving marketing conditions."

Conference Unifies Thinking

In interpreting some of the results of this week's conference, I would include:

(1) That all members of the Extension staff not only can participate but can contribute, and their contributions should be emphasized.

- (2) That in addition to what we can do as individuals or as professional people, the program will become successful in the ratio of getting more and more groups of people working on the program.
- (3) That we should all use our imaginations to think of ways and means of reaching masses of consumers. When such men as we have had here this week representing mass distributors actually apply a consumer program in cooperation with the Extension Service, we begin to see the headway that can be made. As we reach out getting more and more groups and agencies participating, our progress will be in geometric ratio, the number of people contacted will be doubled and redoubled.
- (4) That research and extension should be like a matched pair of horses that pull together. They should be brought together in planning programs and in checking the results of the projects as they are put into operation.
 - (5) That this is a long-time program with a tremendous job ahead.

Suggestions for Furthering Program

Actual specific suggestions for getting the program better understood by our Extension staff members and keeping ourselves better informed as to developments were received from those attending the conference, and are as follows:

- (1) That those attending this conference be considered emissaries, individually or together, to discuss its results with the state director and indicate to him the value of bringing state Extension staff members together for consideration of the program.
- (2) Have a one-page statement released in the Director's weekly letter immediately on this program and what it can do.
- (3) Upon return to the state those attending could discuss this conference with co-workers and work out ways in which they can cooperate and participate.
- (4) Prepare a summary that will be suitable to go to the other members of the Extension staff.
- (5) Issue a revised handbook by the Federal Extension office to include material from this conference.
- (6) Have more frequent exchange of ideas -- better communication about what's happening between states and the Federal Extension office.
- (7) Prepare a resume of the way states have set up programs and reasons they have set them up; prepare an analysis of the devices used, state by state or region by region.

To reiterate, our job is to improve the knowledge of the consumer on food so that she can use it for better health and satisfaction of the family. Relate this to the distributors and handlers in the market and show growers and producers how they are concerned.

We should feel encouraged - the progress made in extension marketing in connection with the RMA Act in the last two years has been excellent. I would not have believed two years ago that we could have held a conference like this.

What you people are doing is outstanding and the interest and support of the Directors of Extension is heartening.

A good objective has been outlined and we are making progress toward worth while goals. As this whole program grows and becomes established, I shall take great satisfaction in having been a part of it.

I would like to add another word — I think this conference should go on record in appreciation of those who organized and arranged this conference, Mr. H. M. Dixon, his staff and advisers.

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MILK, AN EXCELLENT FOOD CHOICE

Demonstration of a Food Information Television Presentation adapted from an actual program telecast on Station WBZ-TV, Boston, Massachusetts. Presented by Charles E. Eshbach, William J. Good, Jr., and Mrs. Lucy F. Sheive.

SETTING:

THE DETIONSTRATION WAS PRESENTED AT ONE END OF THE ROOM IN WHICH THE EVENING MEAL WAS SERVED. A TABLE, SLANTED TO SIMULATE A FRUIT AND VEGETABLE COUNTER IN A RETAIL STORE WAS ARRANGED: AND THE VARIOUS PRODUCE IN PLENTIFUL SUPPLY WAS ARRANGED ON THIS TABLE. ANOTHER TABLE WAS IN FRONT OF AND PARALLEL TO THE PRODUCE STAND: AND THE PARTICIPANTS STOOD BETWEEN THE TWO. SOME POSTERS WERE PUT ON THE WALL IN THE BACKGROUND, TO EMPHASIZE VALUES OF WILK. MODEL COW AND MILK BOTTLES WERE ON TABLE. AT ONE END OF THE TABLE WAS POSITION FOR MRS. SHEIVE, WITH MATERIALS AND UTENSILS FOR DEMONSTRATION. MAP WAS PLACED ON WALL IN APSENCE OF AN EASEL. ASSISTANCE WAS OBTAINED IN HAVING CHARTS AND OTHER VISUALS HELD UP AS OCCASION DEMANDED, DUE ALSO TO ABSENCE OF EASEL. NO MOVABLE SPOTLIGHTS WERE AVAILABLE TO USE TO INDICATE TARGET OF CAMERA, BUT TWO FIXED POSITION SPOTS WERE PLACED ON UPPER PART OF WALLS TO FOCUS ON THE VEGETABLE COUNTER.

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AUDIO		VIDEO	
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MUSICAL INTRODUCTION

: CAMERA ON SHOPPING LIST MEMORANDUM PAD : PAGES BEING LIFTED WITH FOLLOWING STATE-: MENTS APPEARING IN SEQUENCE:

- 1. "THE MARKET BASKET"
- 2. "PRESENTED EACH FRIDAY"
- 3. "CHANNEL FOUR AT 4:15"

ESHBACH: Hello, everyone. This is noon ... to offer you help with : ING MILK the big job of buying the food : for the family meals.

Hello, everyone. This is : CAMERA TO ESHBACH AND GOOD(STANDING PE-Charles Eshbach, with another : HIND TABLE WHICH SERVES AS STORE COUNTER. telecast of "The Market Basket,": ON THE TABLE ARE QUARTS OF MILK AND A brought to you each Friday after+ MODEL COW). ESHEACH AND GOOD ARE DRINK-

As usual, our guests are Bill Good and Lucy Sheive, from the New England Extension Service's : Marketing Information Office, here in Boston.

: CAMERA TO ESHBACH ON CLOSE-UP

And the subject today, as you've: CAMERA TO MILK BOTTLES, THEN BACK milk...which Bill Good and I have been en loying.

probably already decided, is : TO ESHBACH AND GOOD AGAIN SAMPLING MILK

ESHBACH: (cont'd) Of course, this cow here : CAMERA TO MODEL COW is the symbol of the great dairy industry. And it's the record production of the dairy cows that : has made milk so plentiful these : days.

> But that's the story that Bill Good is here to tell you.

GOOD:

This year, milk production here in New England has been very large. Cows have been producing : at record rates, and total production is pretty close to a record.

ESHBACH: All of which means plenty of milk : CAMERA TO BOTTLE OF MILK, THEN BACK TO for everyone (PICKS UP BOTTLE OF : ESHBACH AND GOOD MILK). But now, Bill, where does : this milk come from ... I expect most of it is produced right here: in New England.

GOOD:

If 11 just move over to this map, : CAMERA TO MAP, SHOWING GOOD'S HAND and point out the answer to that question. Here's Boston (POINTS : OUT BOSTON). Normally, we get milk from Maine (DRAWS LINE FROM MAINE TO BOSTON AND DOES SAME FOR: OTHER STATES AS MENTIONED) ... New Hampshire ... Vermont ... Massachusetts ... and New York State. That's the Boston milkshed (DRAWS BIG CIRCLE INCLUDING : CLOSE-UP VIEW OF THE STATES MENTIONED STATES MENTIONED). We haven't had: a milk shortage for several years .: But when there is one, some of the: Boston milk supply comes from Indiana. (DRAWS LINE FROM INDIANA: CAMERA SHOWS MORE OF THE MAP TO TAKE IN TO BOSTON AND SAME FOR THE OTHER : THE MIDWESTERN STATES STATES MENTIONED) ... Ohio, Michigan, Minnesota, Missouri, and Wisconsin. And that is where : Boston gets its milk supply.

ESHBACH: And it's a plentiful supply of milk that Boston's getting this spring. But now, what about the price.

: CAMERA TO ESHBACH AND GOOD

here, Charlie, (GOOD MOVES OVER TO: POINTING WITH CRAYON, AND ALSO SHOWING MAP AND PICKS UP MARKING CRAYON) ..: NORTHEASTERN PART OF UNITED STATES.

: CAMERA BACK TO ESHBACH AS GOOD RETURNS : FROM MAP.

AUDIO VIDEO GOOD: Milk prices dropped one cent a : CAMERA TO ESHBACH AND GOOD, THEN TO GOOD, AND BACK TO ESHBACH AND GOOD quart on January 1st ... and another one-cent decrease is scheduled for April 1st. ESHBACH: Those price declines are seasonal ones, aren't they? GOOD: Yes. Milk prices in the Boston market are under a Federal milk marketing order. And the price formula that's used ties the prices to the general level of purchasing power, New England Department store sales, and the cost of feed and farm labor. ESHBACH: When they go up, milk prices go up. GOOD: And when they go down, milk prices: go down. The idea is that the price drops when production is large in the spring...and the price increases when production is light in the fall. ESHBACH: Hore, Bill, have some more milk, CAMERA TO MILK POURING, THEN TO GOOD (POURS MILK INTO GOOD'S GLASS), DRINKING MILK. while I move over there and talk with Lucy Sheive. (MOVES OVER TO RIGHT OFF CAMERA). I see, Lucy, CAMERA TO ESHBACH AND SHEIVE. THEN TO you're all ready to tell us about : SHEIVE'S WORK WITH MILK AND UTENSILS how to use all the milk that's so plentiful and selling at lower prices. Yes, Charlie ... and I want to say, SHEIVE: first of all, that milk can be used in many ways. ESHBACH: Sort of an all-purpose food. SHEIVE: Yes, and it's needed by people of: all ages. ESHBACH: Let's see. The rule is one quart : a day for children ... and a pint for adults.

Yes, at least that.

SHEIVE:

AUDIO

ESHBACH: What are you doing there? It seems to be...well, what is it?

: CAMERA FOLLOWS SHEIVE'S ACTIVITIES WITH : VIEWS OF ESHBACH AND SHEIVE PROVIDING : VARIATION FROM CLOSE-UP AND LONGER-: RANGE VIEWS OF THE FOOD PREPARATION.

VIDEO

SHEIVE: I'm making a custard ... one of the: RANGE VIEWS OF THE FOOD PREPARATION.

best ways to get milk into the :
 children ... and the other members :
 of the family for that matter. :

ESHBACH: That's quite a beating you're giving that ... mixture.

SHEIVE: This is an egg ... another plenti-:
ful food these days. But now I'm :
going to add the milk. And, of :
course, the milk provides Vitamin A;
Vitamin B, and riboflavin. And
it's also a good source of calcium :
and phosphorus. Now, we'll add
some nutmeg and some salt...and a :
little vanilla.

ESHBACH: And now you're going to beat it some more?

SHEIVE: No ... no more beating. Fut I'm going to put the custard in a pan of water, as milk and egg mixtures need cooking at low temperatures.

ESHBACH: And then what do you do with it?

SHEIVE: I'm going to bake it at 300 degrees.

ESHBACH: What's this here ... one that's all baked?

SHEIVE: Yes. I did that one this morning, : so we'd be able to see how it looks:

ESHBACH: You wouldn't be giving away some samples, would you?

SHEIVE: Maybe you'd better wait until the end of the program. Right now, I want to point out another thing about milk, in addition to the many uses it has. You need to give it good care, since it's a perishable product.

ESHBACH: Keep it in the refrigerator, for instance?

SHEIVE: Keep it cool, clean, and covered.

CAMERA CONTINUES TO FOLLOW ACTION AT TABLE LEVEL

CAMERA TO SHELVE AND ESHBACH

CAMERA TO TITLE CARD
"COOL, CLEAN, AND COVERED"

ESHBACH: Cool, clean, and covered ... that'so: easy to remember. And by the way, : I hope you remember you have some : CAMERA TO ESHPACH AND SHEIVE glasses over there and some milk in : these bottles here. Bill Good and : I are rather thirsty, you know.

SHEIVE: Oh yes, we mustn't forget the third: point I want to emphasize today. You: know, some children don't like to : drink fluid milk .. or drink enough : of it.

ESHBACH: They stop drinking before the quart : a day is gone.

SHEIVE: My suggestion, in a case like that, : is to dress up the milk a little ...: give it some special appeal. I'm : going to add a little chocolate syrup to this.

: CAMERA TO MRS. SHEIVE'S ACTIVITIES

ESHBACH: Giving it some "chocolate appeal."

SHEIVE: That's right. But it can be honey, : or a number of other flavorings, as: well as chocolate.

ESHBACH: Here, wait a minute. Don't put it over there. Bill and I are going to sample that ... before we take a : look at the best buys of the week. : I'll just take this glass over to : him ... and that one there ... put a little more in it...for myself.

ESHBACH: (TAKES CHOCOLATE MILK OVER TO GOOD : CAMERA FOLLOWS ESHBACH Here, Bill, Lucy Sheive says this is the way to serve milk if you . don't like fluid milk.

But I like it. GOOD:

ESHHACH: Well, drink this anyway. Milk's : CAMERA TO ESHBACH AND GOOD good for you. And don't forget it's: plentiful. (BOTH SAMPLE THE CHOCOLATE MILK). Now, Bill, the time's going fast. So, let's run down the list of plentiful vegetables and fruits ... the best buys : CAMERA SWEEPS DOWN THE PRODUCE DISPLA of the week. I'll point them out ...: and you give us the latest story about supplies and prices.

GOOD: Alright, Charlie, I'm all set.: :

ESHBACH: (POINTS OUT CABBAGE, LETTUCE, CAMERA TO ESHBACH'S HAND POINTING OUT DOWN THE STAND, AS GOOD TELLS ABOUT SUPPLIES, SOURCES, AND: RELATIVE PRICE LEVELS.

And that, Charlie, is the story TITLE CARD SHOWING LIST OF PRODUCTS. GOOD: check down that list again. (GOOD : READS OFF NAMES OF PRODUCTS RAPIDLY AS CAMERA SLOWLY MOVES : DOWN LIST).

ESHBACH: And don't forget pork and chicken : CAMERA BACK TO ESHBACH ... both plentiful and economical this week. And eggs, though a this week. little higher this week, are an : 18. outstanding buy. And of course, : milk. Now, here's a leaflet on : CLOSE-UP OF LEAFLET BEING HELD BY the uses of milk that you can get: ESHBACH for the asking. It has recipes : using milk. It tells about the : food values...and a lot of other: valuable information. And send .: CAMERA TO TITLE CARD your requests to MILK, WBZ-TV, "MILK" "MILK" BOSTON 34, MASS. And that's : today's Market Basket Program, : brought to you by WBZ-TV and Bill: Good and Lucy Sheive from the : New England Extension Service's noon at 4:15. And now this is : OF NEXT PROGRAM ETC. Charlie Eshbach saying good after -: noon and good food shopping

MUSICAL THEME TO END

CARROTS, APPLES, POTATOES, ONIONS,: EACH VEGETABLE IN CLOSE-UP. GOOD OFF OFANGES, GRAPEFRUIT, KALE, ETC. : CAMERA UNTIL END WHEN HE JOINS ESHPAC : IN CENTER TO ...

WBZ-TV BOSTON 34. MASS.

Marketing Information Office. : CAMERA TO ESHBACH, THEN TO MEMORANDUM We'll be back next Friday after- : SHOPPING RAD WITH INFORMATION ON TIME

DON'T LET TELEVISION SCARE YOU

Charles E. Eshbach

In this demonstration, we've tried to show that television isn't something to be afraid of, and if you get a chance to do some television work, take it. Don't worry about lighting, camera placement and all of the technical aspects of the job of producing a show. Let the station people take care of that part of it. Do your worrying about the information and content of the show. Another thing - the station people know what they want; let them give you the advice.

This type of subject matter is a natural for television. The products are ideal, and when color television comes they will be even more suitable. You can get plenty of props for a show without much trouble. Take this set here. We got the cow, the milk bottles, and the posters from the dairy council office here in Louisville. We made up those posters or title cards with some paper and a drawing pen. The utensils Mrs. Sheive used were borrowed here at the hotel; and the hotel also provided the food she used in her demonstration.

In the program at Boston, the station buys the produce. But there are many other ways of getting it provided. The cost runs about five to ten or fifteen dollars a week since we have quite a bit of produce on the stand. But you can do an effective job with only a limited amount.

Keep the program simple. Try to get over only a few points. We had as our aims on this demonstration to inform you that milk is plentiful, that it's low in price, and that it's a good buy. Mrs. Sheive pointed out the food value, the uses, and a little on the care of milk; and, of course, the last part listed the best food buys of the week. The information on the sources and the way the price is fixed is interesting but not really essential, although it does provide some education of the consumer on the side of the milk picture not usually brought to consumer attention. The main object, of course, is to give the viewers information to help do a better weekend food buying job.

Move slowly. You have to give the camera men time to catch up with you. If they move the camera too rapidly, all your audience will see is a blur. If you're not using a well-outlined show and the cameramen aren't sure exactly what is next, give them a cue.

Confine your movements to a limited area. You can't run all over the place. Home Demonstration Agents, with their demonstration experience, shouldn't have any trouble on T-V if they keep in mind they have to confine that demonstration to the limited area the camera can pick up. If you say, take this knife here, and then raise the knife up above your head, nobody's going to see the knife you're talking about. It will be out of range and sight.

When you're talking about food in a dish, tilt the dish so the people watching can see what you're showing them.

Look at the camera. By doing that, you'll be looking at the people you're talking to, and they won't have to concentrate on the top of your head, or the right ear.

Don't forget that a person on television who doesn't know the answer can't hide a blank look, or read the answer off the script. So, review the information you're going to talk about; and don't try to bluff.

"THE CONSUMER'S DILEMIA"

Frederick E. Cole

An adaptation of the following outline was demonstrated with the help of others at the conference.

This is an outline of a skit prepared to introduce the subject of food marketing education at the annual conference of the Massachusetts extension Service in December, 1949. Various alternatives in fruits and vegetables both as to kind and quality and price are confronted by the consumer in the grocery stores. The need for additional information on the part of the consumer is evident to anyone standing along side of a fruit and vegetable counter watching the people as they try to make purchases of good value. The grocery counter is the point of application of consumer food marketing education and was used in this instance to point out the need for all of the consumer food marketing education work.

I. Preparation

Cecil L. Thomson, Extension Specialist in Market Gardening, and Frederick E. Cole, Extension Specialist in Fruit and Vegetable Marketing, visited one independent store and one chain store in Amherst and one chain store in Northampton, Massachusetts, and purchased a number of items for use in the demonstration. A record was made of the weights and costs. On those items that normally sold by the piece, weights were secured on the store scales. No attempt was made to buy any special items. The two workers placed themselves as ordinary household buyers purchasing requirements for the home for the week.

In this instance the following items were purchased:

lettuce: five heads of varying weights and condition.

carrots: four bunches were purchased and the equivalent of a fifth bunch without tops being sold at a reduced price because the roots had been separated from the tops.

oranges: three lots of six oranges of varying sizes.

apples: two lots of apples were purchased varying in condition,

price the same.

milk: one package of powdered skim milk, powdered whole milk,

one can of evaporated milk and quart of whole milk.

spinach: one package of spinach and an equivalent amount loose. cabbage: one head of cabbage and one package of so-called vegetable

salad.

celery: five bunches, one cellophane package, one wrapped package and three open bunches.

II. Conference on Quality Values

On Monday evening, the night before the demonstration was to be put on, May 2. Foley, Extension Nutritionist; Barbara Higgins, Extension Specialist, Home Management; E. W. Bell, Extension Economist; Thomson and Cole put the pur-

chases item by item on a table, made careful inspection, noted the good points and poor points in each purchase, compared costs in total and costs per unit in order to arrive at the best purchases of the various items from the total purchases made. This evening's activity proved to be very interesting and profitable to the people concerned. It fortified the two men who were going to carry the demonstration the next day with additional information, price comparisons, value comparisons and additional information on buymanship.

III. Demonstration

A table was tilted to represent the counter in a grocery store, covered with white paper and the purchased items arranged neatly to simulate a grocery counter.

Arrangements were made in the introduction of the demonstration to the effect that two clerks in a grocery store were preparing the displays for the store opening. The audience was looking in through the window, but doing it in such a way that they could hear the discussion. The two clerks talked over the relative values - why consumers did this, why they did that, how they could sell the produce to the best advantage. They talked over each item and the relative values of each purchase in that item in a friendly, informal, almost confidential manner as two clerks might be talking to each other before the store opened.

The arrangement of having the audience looking through the window and the two clerks talking was broken on several occasions. On the celery, for instance, the audience was asked to vote on the best buy. Each of the five bunches of celery was held up and the audience was asked how many would buy this one at the stated price. The second clerk kept a record of the number of people voting on a blackboard on his side of the stage. Following the vote, the leader in the demonstration supplied information as to which was the best buy as determined by the group of specialists the evening before, and gave full reasons. This device was used on lettuce, celery, oranges and spinach.

The discussion between the two clerks was informal and impromptu. As much fun was worked in as could be thought up on the spur of the moment. Some of the comments had to do with the way people bought their supplies in a retail store and some of the comments were on the tricks that have to be used in a retail store to get things sold. Some of the discussion in the individual commodities was on the following topics —

celery - size of stalk, length of stem, tenderness, color oranges - weight, firmness lettuce - weight, crispness, waste milk - cost per quart of milk as used on the table or in cooking spinach - actual weight per price, condition, preparation cabbage - weight and price, condition and preparation apples - condition, price per unit of weight

The demonstration was scheduled to last thirty minutes, actually it lasted thirty-five minutes with barely time enough to get in the important points on the various items on display for the demonstration.

USE OF LIGHTED POSTER BOARD

Austin Ezzell

To reach the maximum number of consumers with information about abundant foods, we think exhibits and displays can play an important role in our Birmingham project. Working with Lyle Brown, our extension visual aids specialist, and other subject matter specialists, we have developed displays of several four inch by five inch color transparencies arranged together on one lighted board which is approximately eighteen inches square. These boards, which can be improvised from sheet metal or plyboard, are lighted by six 15-watt daylight type flourescent tubes. To diffuse the light properly for even distribution, a sheet of tracing paper is placed over the board between the lights and the transparencies.

Since color photography is rather expensive and a great deal of time must go into each picture, naturally these display boards are rather expensive. According to the best estimates as to time spent, travel, and other expenses, we calculated a cost of \$18.50 per single transparency in the first two displays developed. This unit cost can be reduced considerably for our project and perhaps would be much less in states where headquarters for consumer projects are located on the college campuses. The believe that the displays will attract enough attention to justify a reasonable expenditure of funds when exhibited for a two to three day period at a time in bank lobbies, hotel lobbies, theatre lobbies, restaurant, cafeterias, etc.

"THE BAND AROUND THE CAN"

Esther Cooley

Today, almost every article of food that can be packed, wrapped, stamped or tagged, bears a brand or a trademark. The brand simply identifies the article or goods so that if we like it we can buy the same thing next time. But the brand is no guarantee of quality excepting on the basis of our experience with it.

On canned goods we usually find the name of the product, the name and address of the packer, something about the variety of that product, the style of pack, the container size and the weight of the contents. Sometimes we find information as to the number of servings and some recipes for its use and preparation.

Informative grade labeling provides information to be used in selection. With U. S. Grade A, B, and C labels on canned fruits and vegetables, we can select the quality that is right for our purpose and purse. The letters "U.S." on a can label, or a shield embossed in one end of a can or jar, tell us the product was processed under the continuous inspection plan of the Agricultural Marketing Service of the United States Department of Agriculture. Some companies have their own grading system.

CONSUMERS LEARN ABOUT FARM PRODUCTS

Broadcast Saturday, March 11, 1950, in "The American Farmer," over a coast-to-coast network of the American Broadcasting Company, 11:30 A.M., Central Standard Time, from Station WKIO, Louisville, Kentucky. Participants: Charles E. Eshbach, Mrs. Miriam Kelley, and Miss Agnes Sunnell.

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WHITE: (IN CHICAGO) The Agricultural Research and Marketing Act gave the Federal and State Extension Services a job to do in a new field... the field of teaching consumers more about farm products, so they'll become better buyers when they market for food for their families.

In many parts of the country, Extension workers have already started consumer education programs under this law. Extension workers in other areas are getting ready to start such programs. This week, many of these Extension people from all parts of the United States are in Louisville, Kentucky, for a workshop conference ... to exchange experiences and make further plans. With the good help of Jean Clos of Louisville's ABC station, we're going to hear something about this new agricultural work in consumer education ... as we go to Charlie Eshbach of the Extension Service (CUE) Station WKIO in LOUISVILLE. TENTUCKY ..

SWITCH TO LOUISVILLE FOR EIGHT MINUTES

ESHBACH: (IN LOUISVILLE) Yes, Bob Linite ... here in Louisville, this week ... some seventy Extension Service people from twenty-five States have been holding an historic meeting.

It has been a conference of Extension people doing consumer education work ... and is the first such national gathering since Extension has directed emphasis to this field. The people at this Louisville conference are talking largely about how they can help city people know more about what to look for in food and food products ... so they can get the best buys for their money. Three sections of the country are represented here today ... by Mrs. Miriam Kelley of the University of Kentucky's Cooperative Extension Service ... who is working here in Louisville on problems common to much of the South and North Central States ... Miss Agnes Sunnell of the Washington State Extension Service ... And I am from Boston in the New England and Northeastern section of the country.

First, Mrs. Kelley, just what information do consumers in Louisville want?

KELLEY: They want the facts necessary to do a good job of food buying. That sums it up. But I'll mention a few of the questions that people ask us most frequently. They want to know what foods and food products are plentiful ... when there are temporary surpluses likely to be good buys locally. They want to know about how to pick out the foods . and also how to use them to the best advantage.

ESHBACH: Then, your work involves that kind of information ... and the answers to questions like that?

KELLEY: That's right. We interpret information of this nature for consumers . in terms of what goes on, on the family meal table ... the money that can be spent for food ... whether the food is the best nutritionally ... and, of course, how to prepare food to please the family.

ISHBACH: That all certainly sounds like a big order to me.

We get the information out to consumers in all ways at our command ...
through radio stations, the press, the stores, wholesalers, advertisers, and handlers of food. We meet with consumer groups ... give demonstrations ... and cooperate with the many educational groups and other agencies that you find in just about any city. We feel that when food-shoppers or consumers have the facts, they can do a much better job of buying.

ESHBACH: In other words, Mrs. Kelley, you're teaching better food buymanship.

Yes, and here's an example. Eggs are plentiful right now here and over most of the country ... especially in the studio.

ESHBACH: Yes, I see Miss Sunnell has some eggs right here on the table.

KELLEY: Consumers are asking for information on the ways to use eggs such as these .. how to tell the various grades ... how to keep eggs fresh after they're taken home ... and how to make eggs take the place of more expensive food.

ESHBACH: What Mrs. Kelley says is just as true in New England ... and we're getting the same kinds of requests for information. But what about out there in the Far Lest, Miss Sunnell? I expect you've been talking about eggs in Mashington State?

SUNNELL: I certainly have. Eggs are one of the versatile and valuable protein foods. And at the prices prevailing this past fall and during the winter months ... they're certainly a headliner on the good foods buy list ... those buys that return the most in nutrition and in dollar value ... both at the same time.

ESHBACH: What are you telling the homemaker to look for when she goes to the store to buy eggs? Take those eggs you have right there, for instance.

One very important thing is the use for which the eggs are intended.

And of course, the quality grades are pretty important, too. Large Grade A eggs are most plentiful right now. So, let's break one.

(BREAKS OUT EGG.) Notice that yolk, the way it stands up from the rest of the egg... and the same thing is true of the white. Those are Grade A quality eggs ... and are the ones we urge homemakers to select for soft cooking, poaching, and frying.

ESHBACH: And this one here is a Grade B. egg. What about that? It looks the same as the other one on the outside.

SUNNELL: Let's break it and see ... (BREAKS OUT EGG) ... There, you'll notice the yolk and the white spread out more than in the other egg. Those Grade B eggs are still good quality edible eggs. But their best use is in cooking.

KELLEY:

I emphasize to homemakers that they need to consider the weight or size of the eggs, in relation to the price. At some times, smaller eggs may be a better choice than large. Prices vary ... supplies vary ... and wise foodshoppers need to do some checking before buying.

SUNNELL:

We put much emphasis on that, too.

ESHBACH:

And like Mrs. Kelley, here in Louisville, I expect that you're working with the farmer, the retailer, the other groups ... as well as with consumers?

SUNNELL:

That's a point I want to emphasize. Producer-consumer relations are of great importance. We feel that urban and city folks need to know something about the farmer's problems. And farmers also need to know the consumer point of view.

KELLEY:

I'd like to tell you, just briefly, about one experience we've had in Kentucky. It shows how this whole thing ties in together. We used to grow a lot of the Nancy Hall variety of sweet potato around Louisville But consumers just didn't seem to buy it. They preferred another kind For a while, our farmers continued to produce it ... since it did provide a good yield. But after some research work was done by our Experiment Station ... after our marketing specialists made some studies with the help and understanding and cooperation of the store people, several things happened. Our farmers shifted to the variety of sweet potato that consumers wanted. The store people featured it. And consumers bought more sweet potatoes. We talked about how to buy how to take care of this food in the home ... and how to use it.

ESHBACH:

Thank you, Mrs. Kelley of Kentucky ... and Miss Sunnell of the State of Washington. And Bob White, we hope we've given you and the ABC consumer audience a few examples of how the Cooperative Extension Service of the U.S. Department of agriculture and the Land-Grant Colleges is expanding its work in marketing and consumer food buying.

This all has been a logical development in Extension Service education For thirty-five years, the Extension Service has been working with farm people in the production of food and other products .. and in better farm living ... taking to these people the results of research and other facts ... from the State Experiment Stations, colleges, and universities ... and the USDA. In that period some work has been done with the consumers. But it wasn't until the RMA act that Extension had the opportunity to really get at the educational job in this field.

The people at the conference here this week have put the stress on helping consumers. But they also know that their new Extension program is helping farmers. It is helping them to market their products in a more orderly way ... helping them through a continuing program. It is also bringing back to farmers much information about what consumers want ... the kind of packages they would rather have their products in ... and what kind of services consumers are willing to pay for.

WHITE: (IN CHICAGO) Thanks, Charlie Eshbach ... (AD-LIB TO CLOSE)

Farm Program

Mrs. Eleanor Loomis of Minneapolis and Dr. Carlton .right of the New York area project, were guests on the regular Farm Program of WHAS on Saturday, March 11. Mr. Frank Cooley, Radio Farm Program wirector, was in charge of the program. This was an ad lib program.

Three Work Group Topics with some of the possible discussion questions for each Group.

What is the consumer education job?
What is consumer education?
What is appropriate under the RMA Act?
What are the objectives of the program?
What is the part of the various members of an extension staff?
(Administrators, supervisors, specialists, county agents)
Who are the clientele?
Do we have a responsibility to producers and trade groups?
If so, what?
Do we have a responsibility to the market as a whole?
If so, what?
What are the programs of other agencies? (Government and private, Red Cross, nutrition, teachers, welfare, labor, press, radio)
What should be our relation to these programs?

11. What subject matter about farm products do consumers need and want?

Is it economic value, source, availability, or nutrition?
What are the problems consumers have in buying?
How do we find out what consumers need and want?
What are our source materials?
What are the problems consumers have in maintaining the health of their families?
What is the appropriate emphasis, if any, on budgets, retail prices, buying practices, marketing practices, sources of products, producer problems, distributive problems, market information, timeliness, uses, storage, menus, recipes, food preparation, nutrition, quality, grades and standards?

111. What methods and techniques are useful in our work?

What information do we need to do a good job?

How shall we secure, organize, and prepare our information for:

for:
Radio? Television? Telephone?
Newspapers? Magazines? house organs?
Demonstrations? meetings?
Exhibits? visual aids?
Training: voluntary leaders? 4-H people? extension workers?
Publications? Bulletins? Circulars?
How do we organize our program to reach people?
What groups? What devices?
How do we evaluate the effectiveness of these methods?

Report of Group I

What Is The Consumer Education Job?

Consumer Education is one part of an Extension Marketing program designed to assist the consumer as well as the producer and handler. It is an educational job and should go beyond the furnishing of information and aim at improving practices in consumer buying as well as improving marketing conditions. This will insure better nutrition and greater dollar value to the consumer, along with more effective marketing organization and more adequate returns to producer and handler. Effective coordination of the various aspects of Extension work in production and marketing, including consumer education, is needed to achieve maximum results.

Consumer Education in food marketing is -

- 1. Supplying information to consumers that will give them better knowledge of food products, such as the availability, quality value differences, the effective care, preparation and use, prices, market organization, and retail services.
- 2. Encouraging the application of this knowledge in order to improve the consumers' buying practices.

The steps to be followed in conducting a program of consumer education in food marketing are -

- Assemble food marketing facts that will give consumers knowledge of values and uses of food. Apply it to the market. Interpret Federal and State market news reports for the benefit of the consumer, the handler and the producer.
- 2. Transmit this information through appropriate channels of communication.
- 3. Encourage consumer, handler and producer to put facts and information pertaining to food buying into practice. Improve efficiency of food marketing in terms of nutrition and dollar values.

Consumer Education is designed to assist the large, and increasing number of families depending upon markets for food. People need information in selecting food in relation to their need and their resources. An understanding of the entire food supply and market organization is desirable. Many areas of contact and communication are available and necessary in reaching the large number of people involved.

A Consumer Education program in food marketing has a responsibility to producers and the market as a whole -

- 1. By supplying factual information to those groups
- 2. By presenting the consumers' point of view to them
- 3. By acquainting them with the value of sound Extension method.

A number of agencies, both government and private, as well as newspapers and radio stations, carry programs designed to supply information to consumers on food values and the availability and uses of foods. Consumer educational work of these agencies varies greatly. It is the responsibility of Extension workers in Consumer Education to become familiar with these programs operative in their area, and to avoid duplication. The Cooperative Extension Service has responsibility for educational work in consumer education in marketing. Extension should use all available means of education and cooperate with public and private agencies in interpreting and supplying factural information.

Broadly, all members of the Cooperative Extension Service are resource persons in the Consumer Education job ... administrators, supervisors, specialists, and county extension agents. To be effective all must understand the purpose of the Research and Marketing Act, what is appropriate in consumer education, and what it is hoped will be accomplished. The director and his administrative and supervisional staff can contribute immeasurably to the success of the project by wholehearted support and understanding. In fact, their active leadership and guidance are essential if the necessary adjustments are to be made in the total Extension program.

The responsibilities of the Extension organization, under the leadership of the directors, in consideration of the thousands of citizens not yet reached by the Extension Service, are:

- 1. To define the job to be done, its size and place in the Extension program
- 2. To indicate that each leader (supervisor, agricultural, home, and : 4-H agent) has an active part
- 3. To employ additional personnel as requirements and funds permit
- 4. To arrange for studies with the administrators of University and College research programs and those of other research agencies in the field of consumer food buying problems so as to determine
 - a. Facts and information for teaching
 - b. Teaching methods and results

5. To organize within Extension Service a committee to plan the Consumer Education program and its implementation

This committee may well include representatives of all Extension groups, leaders, specialists, economists, county agricultural, home demonstration, and 4-H agents

- a. The first responsibility of such a committee is to have each group representative define the part it can take
- b. The second responsibility of such a committee is to have each group representative explain the relationship of its part to that of the others. This brings about an understanding of the part each group is to take in the total program thus avoiding overlapping and duplication. This procedure will result in a high degree of staff integration of effort.
 - c. The group representatives transmit the program that has been developed by the committee to those whom each represents.

 Example: the 4-H representative, to the 4-H County Agents; the Home Demonstration Agent representative to the Home Demonstration Agents, etc.
 - d. The committee meets frequently to follow up and to evaluate the progress of the program and discover new and additional ways of making the program more effective.
 - 6. To provide for the cooperation of all agencies. The director will invite all agencies who are in a position to contribute to and implement the program. At a meeting of agency representatives the following steps will be taken
 - a. Explain the program, its size and scope
 - b. Ask each agency to outline the part it can contribute in assembling facts and information, and in their dissemination
 - c. Evaluate the program to discover all possible ways of strengthening it through united action
 - 7. To organize permanent state committee
 - a. To develop united effort in carrying out the program
 - b. To improve continually cooperation and methods for extending marketing facts and information
 - c. To invite additional organizations to participate in the program.
 - d. To revise all phases of the program under changing situations and conditions

- 8. To provide for the counsel of "lay" representation in the construction and implementation of the consumer education program.
- 9. To urge University and College administrators to give added emphasis to training men and women in all phases of marketing, especially in the consumer marketing education area
- 10. To keep the University or College administration continually informed of the scope and results of this program as a part of the University's responsibility to the State.

Evaluation: - Those engaged in the work of Consumer Education in Marketing should maintain appropriate records, and from time to time make inquiries to determine:

- 1. What the project is doing to assist the consumers to improve their buying practices
- 2. What the project is doing to assist the handlers and producers to improve food marketing efficiency
- 3. What is the reaction of the community to the value of the Consumer Education project
- 4. What are the working relationships between cooperating agencies, groups and organizations

These records and inquiries should be used to adjust the program to make it function more effectively.

Attendance in Group I

Discussion Leader

Marvin Vines, Kansas City regional office

Recorder

Esther Cooley, Louisiana

Consultants

Dr. Barnard Joy, ARA, Washington, D. C. Director L. A. Bevan, New Hampshire

Participants

S. W. Anderson, Kentucky H. M. Dixon, Extension Service, USDA Russell Hawes, Maryland C. R. Keaton, New Mexico H. F. Link, Kentucky Eleanor Loomis, Minnesota A. B. Love, Michigan Mary Loughead, Montana Claribel Nye, California Olive W. Parrish, Ohio Agnes Sunnell, Washington Dr. Carlton Wright, New York City regional office Director W. A. Munson, Massachusetts Flora Carl, Missouri Jessie Heathman, Illinois A. W. Jones, Alabama Lois Ogerhelman, Indiana

Report of Group II

What subject matter about farm products do consumers need and want?

I. Introduction

Buying problems of consumers vary with different groups and different localities. The committee started its discussion of information needed in food buying by (1) pooling the ideas of committee members, and (2) interviewing three Louisville homemarkers brought in by the local Home Demonstration Agent. With this as a background, the committee proceeded to set up the following objectives to be kept in mind when considering the facts needed and wanted by consumers:

- 1, Develop and disseminate information that will enable consumers to buy and use agricultural products to get maximum value in terms of family needs and satisfaction for money and time spent.
- 2. Interpret production and marketing processes so as to enable consumers to better understand retail prices and supplies.

II. Types of Information Needed

A. Market Information

Market information needed involves knowledge of supplies, varieties, sources, seasons, qualities, and prices of the various commodities.

The need includes a knowledge of local or shipped-in supplies, varieties, sources, quality, price as affected by various seasons of the year.

Varieties and qualities in many instances can be learned through personal inspection and inquiries at wholesale markets and retail stores. Much may be learned by comparison of prices of foods sold in different forms.

Information may be obtained from the following sources:

- 1. United States Department of Agriculture
 - a. PMA reports
 - b. BAE reports
- 2. State departments of agriculture
 - a. Wholesale and retail reports
- 3. Extension Service
 - a. State extension specialists
 - b. County extension specialists

4. State universities and colleges

- a. Experiment Station
- b. Resident staff
- 5. Contacts with local produce departments
- 6. Advertisements

B. Buymanship

Good buymanship involves many things, including knowing when and where to buy to suit one's needs, and what one is paying for in terms of goods and services.

To make a good choice of any specific commodity, people need information about--

- 1. Seasonality and cost of a commodity over a period of time and in relation to other commodities.
 - 2. Suitability of products for various uses; for example: apples for a fruit bowl vs. apples for a pie.
 - 3. Quality identification.
 - 4. Cost in relation to nutrients.

Some of the questions people ask:

- 1. What makes a good buy?
- 2. What foods are graded?
- 3. What does grading tell us?
- 4. How may these grades help in buying?
- 5. How effectively is grading enforced?
 6. What can consumers do to help in grade enforced.
- 6. What can consumers do to help in grade enforcement, if they think it is a good thing?
- 7. What do consumers need to look for in selecting specific products for certain uses?

 Example -- meat for a stew or roast variety of peach for canning
- 8. What should one read on a label?
- 9. How can advertising help consumers with their food buying?
- 10. What does a food cost in relation to the nutrients it provides?

Some of the sources of information that help answer some of these questions are:

Federal Government
National Research Council
PMA, as Fruit & Vegetable Buying Guide
BAE releases
BHNHE releases
Mimeographs of conferences, etc.
Dept. of Interior, Fish & Wildlife Service

State Government
Department of Health
Experiment Station
Extension Service
Other college and university

Commercial

Household Finance - Better Buymanship
National Livestock & Meat Board
American Meat Institute
National Poultry Association
National Dairy Council
Cereal Institute
Cotton Textiles Institute
National Cotton Council

C. Utilization

For the purpose of the report, utilization is considered to mean the use of food in the home. Information is needed on these phases of utilization:

- 1. Planning and preparation-Meal planning, recipes, and food preparation
- 2. Handling and storage-Methods of storage, refrigeration, and food
 handling practices
- 3. Home preservation methods of canning, freezing, and drying.

 The following factors should be considered for each
 of the foregoing:
 - a. Acceptability to the family
 - b. Nutritive value
 - c. Economy (relative costs, waste)
 - d. Time and energy of the homemaker
 - e. Safety (spoilage)

Sources--

Federal Government

Bureau of Human Nutrition & Home Economics, USDA Fish & Wildlife Service, U. S. Department of Interior National Research Council

State Government

Universities and colleges
Extension Service
Resident teaching and research

Experiment stations

Nutrition services of State health departments Nutrition committees

Welfare departments

Departments of education

Local Government

Extension Service
Welfare Department
Health department, nutrition service
Education department, home economics
Nutrition committees

Red Gross

D. Market Organization, Function, and Cost

In order that the homemaker may buy understandingly, she needs information as to what goes into making up the cost of a commodity she buys. These include (a) production costs in terms of land, labor, and capital; (b) cost of processing to bring the commodity to her in the form she wants it, involving labor and capital; (c) cost of transportation and distribution which involves the labor and capital necessary to transfer the product from the grower through the wholesaler and retailer.

The consumer should know something about the following types of information:

- 1. Production areas -- where grown
- 2. Production costs
- 3. What processing is necessary or desirable (grading, packaging, washing, etc.)
- 4. Processing costs
- 5. Comparative values in relation to cost of packaged vs. bulk, graded vs. ungraded, processed vs. non-processed
- 6. Transportation costs and wastes
- 7. Cost of maintaining quality from producer to consumer
- 8. Cost of retailing, including services and advertising

Sources of information relating to distribution include:

- 1. BAE, PMA, and other USDA agencies
- 2. State departments of agriculture
- 3. Crop and market reports
- 4. Subject matter specialists in the various Departments of Agriculture and Home Economics, including the Farm Management and Market Information specialists
- 5. Various processors, such as millers, elevators, growers' exchanges, cooperative organizations, etc.
- 6. Grocers' associations and chain store associations
- 7. Trade papers
- 8. Railroad 'agricultural agents
- 9. Books and magazine articles relating to distribution

E. Legislative Regulations

Although legislative regulations may not, of themselves, be of interest to the majority of consumers, it is important that workers in consumer marketing education familiarize themselves with such regulations and with their effect on the organization, function, and cost of producing and marketing farm products.

Some of the major types of legislation affecting the availability, quality, and price of agricultural products are:

Type of Information

Source of Information

1. Price support program

Department of Agricultural Economics, Colleg

Extension specialists.

Local, State and Regional PMA offices

County Agent office

2. Pure Food & Drug

State Department of Health State Department of Agriculture Pure Food & Drug Administration. regional or national office

3. State Milk Control Board

State Board County extension office

State Quality laws for exports State Department of Agriculture

5. Marketing Agreements or orders

Local PMA agreement offices, or regional offices Federal-State Inspection Service County Agents Extension specialists

6. Commodity laws

State Department of Agriculture, or College Extension specialists County Agent

7. Health regulations

State Board of Health. County Board of Health City Board of Health County Agent Extension Specialists Department of Agriculture

In many cases the effects of legislative regulation are not known. Consequently, it is increasingly important that research be expanded to determine some of the more important effects of such regulation on production, prices, and consumption.

III. Recommendations

Recognizing that there may be sources of Consumer Marketing Information with which the workers in this field are not familiar, it is recommended that greater effort be made to make such information available.

Acknowledging the fact that there is much to be done in securing more factual information than is now available, it is recommended that people in the Consumer Marketing Education program do what they can to encourage research on the most urgent problems.

Attendance in Group II

Discussion leader

Conie Foote, Kansas City regional office.

Recorder

Mrs. Ruth Tippetts, Utah

Consultants

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Participants

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Report of Group III

What Methods and Techniques Are Useful in Our Lork?

I. Objectives

A. Preamble:

Although Group I discussed the objectives of Consumer Education, Group III spent some time considering this topic in order to discuss methods and techniques more effectively. We reached the same general conclusions as were presented by Group I.

B. Specific objectives of method used

II. How to set up a program

- A. Secure an understanding and cooperation with the extension staff, division of University, State department of agriculture.

 Someone in administrative capacity from other States to explain to extension staff and help with plan.
- B. Study the situation in the area concerned
- C. Develop a plan for the project consistent with the project statement
- D. Explain and discuss proposed plan
 - 1. Extension, teaching, and research staff of University
 - 2. Other persons and groups

E. Organize advisory group

- 1. Wholesale and retail food dealers
- 2. Various sections of Federal and State departments of agriculture and municipal market authorities
- 3. Newspaper, radio, and television personnel
- 4. State Nutrition Council
- 5. Retail grocers' association
- 6. Restaurant associations
- 7. Producer representatives
- 8. Consumer representatives
- 9. County and urban extension staff
- 10. Civic, social, and service clubs and organizations
- 11. Department of Health, welfare, labor, education, etc.
- 12. Agricultural and home economics representatives of business organizations

NOTE: An explanatory demonstration to this group, indicating mutual benefits.

III. How to plan work

- A. When working with producers, handlers, and consumers, consider characteristics of these groups, such as:
 - 1. Age
 - 2. Occupation
 - 3. Race
 - 4. Religion
 - 5. Income level
 - 6. Education

B. Who is to do the job

- 1. Consumer specialists will obtain facts from organizations publishing food marketing and utilization information, commodity specialist, county extension staff, research agencies, local food handlers, etc. The following sources have proven particularly helpful.
 - a. wholesale market reports
 - b. direct contact with wholesale dealers
 - c. other States with similar programs
 - d. USDA publications
 - e. Bureau of Human Nutrition and Home Economics
 - f. State universities
 - g. local producers and food handlers
 - h. books, magazines and trade papers
 - i. How To Write for Homemakers
 - j. Food Buyers Information Book
 - k. The Packer
 - 1. Gourmet
 - m. Blue Goose Buying Book

The Washington office can lend much service by keeping all extension workers informed through current bibliographies in this field.

- 2. Consumer specialists will adapt facts and information to the needs of the people served.
- 3. The consumer specialists will secure the cooperation of various agencies represented in the advisory committee in conducting appropriate parts of the total program.

IV. Methods of reaching people

There appears to be no definite order of importance among the various extension methods to be used in consumer education. In most cases simultaneous use of as many methods as can be employed is desirable.

- A. The press
 - 1. Factual information supplied through personal contact
 - 2. Prepared releases supplied directly by project workers or through State extension editorial office

R. Radio and television

- 1. Supply news for broadcasting by radio announcers
- 2. Participate in established programs closely related to consumer education
- 3. Develop a separate consumer education program presented on a definite schedule

C. Visual aids

There appears to be no definite order of importance among the many types of visual aids. Consumer education specialists should use all appropriate kinds of visual aids, including:

- 1. Charts used in meetings (blackboard and prepared)
- 2. Film strips and colored slides
- 3. Movies
- 4. Flannelgraphs
- 5. Pictures (enlarged)

D. Meetings

Meetings have the disadvantage of reaching only a relatively small part of the general public but are very useful to the consumer education specialist in perfecting other phases of the project, such as training leaders, giving publicity, keeping in close touch with current consumer problems, etc.

V. Evaluation

- A. How is the job to be done?
 - 1. By surveys, either personal visits or by mail
 - 2. By offering material to radio or television listeners

B. Who makes the evaluation?

- 1. State extension office
- 2. Consumer education project staff

In either case, assistance can be had from the U.S. Extension Service, other college or university departments, and representatives of various groups or agencies served by the project.

Attendance in Group III

Discussion leader

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Recorder

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